GRADUATE CATALOG

2026 - 2027

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The programs, policies, requirements and regulations published in this catalog are subject to change as circumstances may require.

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ACCREDITATION

St. Thomas University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), also now referred to as the Commission on Colleges and Universities, to award Bachelor, Master, Educational Specialist, Juris Doctor, Master of Law and Doctorate Degrees (PhD, Ed.S.,EdD, and JSD). Contact the SACSCOC at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4501 for questions about the accreditation of St. Thomas University or by using information available on SACSCOC website (www.sacscoc.org or questions@commissioncu.org)

BOARD OF TRUSTEES

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Archbishop of Miami

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Herbert Yardley

PRESIDENT'S MESSAGE

Dear Students,

Welcome to St. Thomas University!

This academic year marks a significant moment in the life of our University as we celebrate 80 years since the founding of Universidad Santo Tomás de Villanueva in Havana and 65 years since the Augustinians established Biscayne College in Miami. From those courageous beginnings, St. Thomas University has grown into a vibrant Catholic university committed to academic excellence, the pursuit of truth, and the formation of ethical leaders prepared to serve our Church, our communities, and our world.

As you explore this catalog and the many academic opportunities available to you, I encourage you to see your education at STU as more than the pursuit of a degree. It is an invitation to discover your gifts, deepen your knowledge, challenge yourself intellectually, and prepare for a life of purpose and service. Our distinguished faculty and dedicated staff are here to accompany you in that journey and to challenge you to pursue excellence in all that you do.

At St. Thomas University, we believe that every student is called to something greater. Rooted in our Catholic identity and inspired by the legacy of St. Thomas of Villanova, we seek to educate the whole person and to form leaders who unite knowledge with character, professional excellence with ethical responsibility, and achievement with service.

As we honor the generations who built this University and begin a new chapter in its history, I invite you to make their legacy your own: pursue excellence, lead with purpose, serve with courage, and Be GIANT.

May God bless you and your journey at St. Thomas University.

Rev. Rafael Capó, D.Min., S.T.L.
Interim President

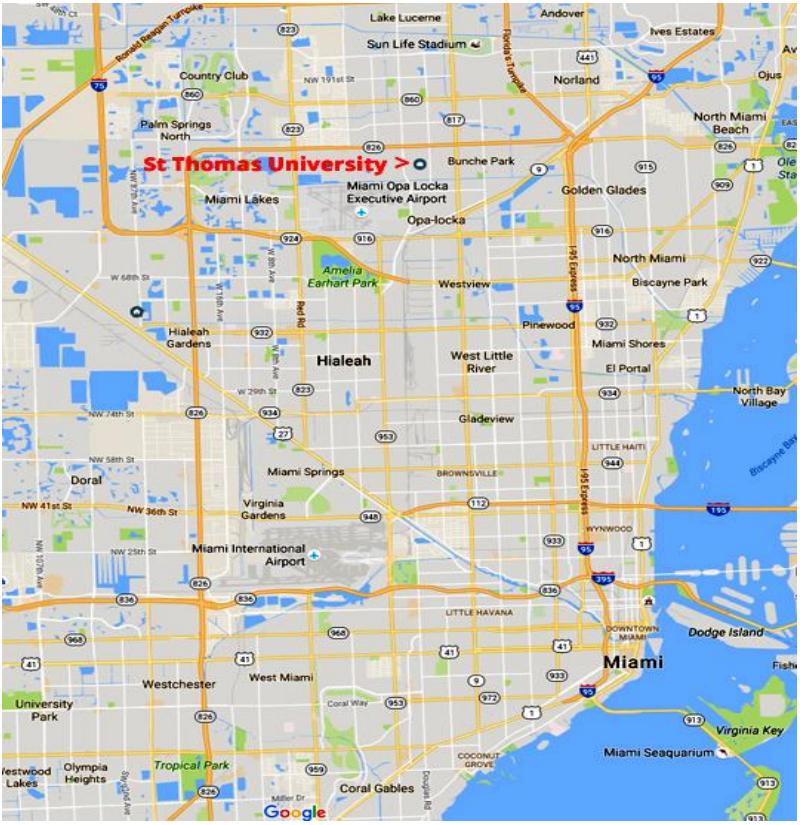
VISITING THE UNIVERSITY

The faculty and administration at St. Thomas University encourage you to visit our campus. We believe that this is a particularly effective way for you to get a first-hand introduction.

Arranging a visit is simple. Please schedule your visit at stu.edu/visit. Once your visit has been confirmed, we will make arrangements for you to tour campus, meet with an admissions counselor, and others indicated on your visit request form.

Specific questions that are hard to answer via correspondence or telephone calls can be addressed directly to faculty members or Admissions personnel. We are here to work with you during the application process.

ST. THOMAS UNIVERSITY LOCATION MAP



St. Thomas University, Main Campus - Admissions
16401 NW 37th Ave., Miami Gardens, Florida 33054-6459
305-628-6546 FAX: 305-628-6591
www.stu.edu

CAMPUS MAP

ACADEMIC

1 Mimi Dooner Hall
2 Library/Goldbloom Convocation Hall
3 College of Law & Law Library
4 O'Mailia Hall
5 Academic Enhancement & Testing Center
8 College of Law
18 Chickee Hut & Environmental Hut
19 Carnival Cruise Lines Science & Technology
22 Center for Professional Development
23 Gus Machado College of Business

ATHLETIC

20 Fernandez Family Center for Leadership & Wellness
26 Weight Room

RESIDENTIAL

10 University Inn
13 Murphy Family Residence
14 Sullivan Hall
15 Cascia Hall/Health Clinic
16 Villanova Hall
24 New Hall

MULTI-USE

6 Chiller Plant
7 Carroll Hall/Cafeteria
9 Student Center/Bookstore
11 Boras Offices
12 Lewis Hall
17 Chapel of Saint Anthony
21 Monastery
25 New Cafeteria/Student Union

16401 NW 37th Ave • Miami, FL 33054 • 305.625.6000 stu.edu

ST. THOMAS UNIVERSITY

ST. THOMAS UNIVERSITY

MISSION STATEMENT

St. Thomas is a Catholic university with rich cultural and international diversity committed to the academic and professional success of its students who become ethical leaders in our global community.

CORE VALUES

- Catholic Identity
- Global Diversity
- Student Success
- Leadership Development

The St. Thomas University graduate is a multilingual, internationally experienced individual, who rises to professional and community leadership guided by ethics enriched through an understanding of the Catholic social and intellectual heritage.

VISION STATEMENT

St. Thomas will build upon its position as the leading Catholic university in the Southeast by developing, through its academic programs, recognized global leaders in ministry, science, business, and justice, and will serve as a model resource that prepares its students to engage in the business, legal, social, and scientific universe of the global community.

St. Thomas University admits students of any gender, race, color, national, and ethnic origin to all rights, privileges, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national, or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

GRADUATE ADMISSIONS

St. Thomas University
Office of Admissions
16401 NW 37th Ave
Miami Gardens, Florida 33054
Email: **admissions@stu.edu**
Call or Text: **305-563-8792**

Admissions Requirements

All applicants must have a bachelor's or master's degree (or its equivalent) from an accredited college or university. Applicants to a graduate program must meet the minimum standards set forth by the university and their program; applicants should review the individual program requirements before submitting their applications.

Application Deadlines

Applications to the university are reviewed on a rolling basis. The preferred date for submission of all application materials is one month before the start date for domestic students, and three months or more before the start date for international students.

Application Process

Applications will be reviewed upon receipt of a completed application and all required documents. Unofficial transcripts are accepted for application review.

1. Free application at **apply.stu.edu**
2. College transcripts that show the prerequisite degree conferred or in progress with a date of completion prior to enrolling at STU.

All documents submitted during the admissions process become the property of St. Thomas University and cannot be forwarded to another institution or returned to the applicant at any point.

International Applicants

International applicants – students who attended a college outside of the United States – are required to present additional application documents:

1. International Credentials Evaluation: An official international credentials evaluation must be performed by an evaluation company accredited by NACES (National Association of Credential Evaluation Services) or AICE (Association of International Credential Evaluator) on all foreign transcripts. Student-athletes are required to have their evaluations performed by InCred.
2. English Proficiency Test: All international applicants from countries where the primary language is not English who have not attended a U.S., UK., or Canadian school must demonstrate proof of English proficiency by providing one of the following official test scores:
    - Duolingo: 85
    - TOEFL iBT: 60
    - TOEFL Essentials: 6.0
    - Cambridge English: B2 First, C1 Advanced, or C2 Proficiency
    - IELTS: 6.0
    - PTE: 43
    - SAT: 960
    - ACT: 18
    - GRE: 158 (Verbal) and 4.5 (Writing)

F-1 Visa Requirements
Most foreign nationals will require an F-1 student visa to study in the United States. Some international students may already have an immigration status that allows them to pursue studies in the United States without having to fulfill any other special visa requirements. International applicants are solely responsible for obtaining the appropriate information concerning U.S. immigration requirements to pursue their studies in the United States. Applicants who need to obtain an F-1 visa should allow sufficient time to process their application for admission and acquire their visa.

Certification of Eligibility (Form I-20 for F-1 Visa)
To receive an F-1 visa, students must submit the required documents for a St. Thomas University DSO to issue a Form I-20. The I-20 can only be issued after the student pays their enrollment deposit.

1. Statement of Financial Sponsorship Form: This form must be completed and signed by the student, sponsor, government representative, or sponsoring agency. The Financial Guarantee Form is available at **stu.edu/sponsorship**.
2. Passport Photo Page.
3. Bank Affidavit: A bank affidavit is a signed and stamped letter from your bank representative attesting to the funds you have in your account, dated within 1 year. The amount reflected needs to be at least your annual cost of attendance and in liquid form (not investments/retirement accounts).
4. SEVIS Transfer Form: International applicants that are transferring from a U.S. high school or college must also provide a SEVIS Transfer Eligibility Form that has been completed by the new student and a DSO from the transferring institution.

Procedure for Obtaining a Student Visa (F-1)
To secure a student visa (F-1), new students must bring the following documents to their local U.S. Embassy or Consulate:

- Letter of acceptance from St. Thomas University
- I-20/DS-2019
- Passport
- Statement of Financial Sponsorship Form

It is recommended that international students contact review the specific requirements in their country to clarify what documents will be required as evidence of financial support to meet the stipulations for the Statement of Financial Sponsorship Form.

Readmission
Any undergraduate student returning to St. Thomas University after an absence of two consecutive semesters (not including summer sessions) or who has formally withdrawn from the university must reapply. Students must submit all transcripts from schools attended during their absence from the University. All students re-entering St. Thomas University are bound by the policies dictated by the current catalog. Students must meet all requirements for their major and degree as stated in the current catalog. The acceptability of transfer credits will depend on the university's standards and policies at the time of re-application.

Admissions Integrity
Information provided on the application for admissions to St. Thomas University and all supplemental forms must be complete and accurate. Any omission or misrepresentation of facts may be cause for denial of admission, revocation of admission, dismissal after enrollment, revocation of your degree, or any other action as deemed appropriate by the university. Applicants must also further understand they have a continuing responsibility to notify St. Thomas University of all changes in the information submitted that occur any time after filing an application, including during enrollment at St. Thomas University.

FINANCIAL AFFAIRS

REGISTRATION AND PAYMENT POLICY
In order for registration to be complete, tuition and fees must be paid, or payment arrangements made by the specified due dates for the corresponding term you are registered for (Refer to the academic calendar). Payments may be made by cash, money order, check (subject to bank approval – checks may also include cashier's and treasurer's checks), credit card (VISA, MasterCard, and Discover), financial aid authorization, or bank wire transfers.

To use anticipated Financial Aid funds toward payment at registration, a student MUST have received a Financial Aid award. If the Financial Aid award is less than the amount owed to the University, the difference must be paid in full by the specified due date for the corresponding term you are registered (Refer to the academic calendar). Grants and loans administered by the University are credited to a student's account once the award process has been completed. Student loans are electronically disbursed in accordance with established disbursement dates for each academic term. Off scheduled disbursements are processed on an as needed basis and in accordance with federal student aid regulations. Some student loans are disbursed in the awarded amount less 4 percent processing fees; others are disbursed in the awarded amount.

If a student opts not to get financial aid, payment is due by the specified due date for the term you are registered (refer to the academic calendar). If suspended from receiving financial aid, payment is required in full.

LATE REGISTRATION
Students who register after the first week of classes will be assessed a late registration fee of $150.

In addition, all unpaid balances (net of financial aid and payment plans) will be assessed a $150 Non-Payment Fee.

ADD/DROP CLASS ADJUSTMENTS AND REFUND POLICY
Payment is due immediately for any additional charges resulting from the completion of the add/drop form. If a decrease in credit hours results in a student dropping below full-time during the posted add/drop period (12 hours for undergraduate students; 6 for graduate students), tuition, general fee assessment, and Financial Aid awards will be adjusted accordingly. A fee of $10 will be charged per course added/dropped.

EXCEPTION: If class changes occur due to cancellation by University administration and a student's new total credits fall below full-time, the student will receive 100 percent tuition and fee adjustment for this change only.

WITHDRAWAL FINANCIAL ADJUSTMENT SCHEDULE

EACH FALL, SPRING, SUMMER TERM:

Tuition Timeline	% Credited from Account	Amount You Owe
Up to the 5th day of term	100%	$0
After the 5th day of term	0%	100%

ST. THOMAS UNIVERSITY REFUND POLICY
Tuition refunds are based on total tuition charges and **not** on the amount paid. Refunds for students who were awarded federal aid will be refunded in accordance with Federal Law to the programs that disbursed the funds. Federal law requires St. Thomas University to refund any excess funds as a result of Financial Aid by the 14th day after aid has been posted to the students' account**. Registration fees and deposits are non-refundable. IN THE CASE OF "8-week" TERMS, THE TERM BEGINS ON THE FIRST BUSINESS MEETING DAY OF CLASSES FOR THAT SESSION, NOT THE STUDENT'S FIRST CLASS DAY**. Students who register but do not attend classes, or who stop attending classes, **will not** receive credit unless they withdraw officially by submitting a completed official withdrawal (add/drop) form to the Student Success Center. The effective date of withdrawal is the date on which the Student Success Center receives the form. Students who receive Financial Aid refunds in error are required to return the funds to St. Thomas University immediately. Failure to do so will be subjected to late charges, administrative drop, and referral to a collections agency. St. Thomas recommends all students enroll in direct deposit.. **SEE BUSINESS OFFICE BULLETIN ONLINE FOR DETAILS.**

SPECIAL BILLING TO THIRD PARTIES
Authorization from third parties and/or students is required for the Office of Financial Affairs-Business Office to invoice for payments. Common examples of third party organizations are: AmeriCorps, Florida Prepaid, US Customs, Veterans Affairs, and Vocational Rehabilitation. Most of these organizations provide documentation. In the absence of such documentation, students should provide written authorization (including email) and detailed contact information for the Financial Affairs-Business Office to contact and invoice the organization on his/her behalf. Students should deliver documentation to the Office of Financial Affairs-Business Office at the time of registration **or email bursar@stu.edu**. Students can also request a Tuition Invoice/Receipt online through the Financial Affairs webpage. Please allow 5 to 10 business days for processing. Sponsorship payments are due within 30 days after the semester begins**. If the third party fails to honor its agreement, payment is due immediately from the student.**

St. Thomas University TUITION INSTALLMENT PAYMENT PLAN
Students may choose to pay charges for an upcoming academic year (Fall, Spring and Summer semesters by enrolling in a payment plan. We have an easy to setup and convenient payment plan available to pay for your out-of-pocket tuition cost. Our payment plans include a 5-month plan per semester, with only a $80.00 fee to start the plan. Set up your plan today by logging in to https://mybobcat.stu.edu/ and going to Student Self Service.
The Business Office will provide assistance to enroll if needed.

RIGHT TO PRIVACY AND DISCLOSURE REGARDING FINANCIAL RECORDS
The Gramm-Leach Bliley Act, enacted in 1999, provides for safeguarding customer information and the customer's right to privacy and disclosure. In accordance with this Act, all phone queries received from students or third parties requesting account information will have to be authenticated. **Students should also print their full name or ID # on any check payment sent by mail.**

STUDENT ACCOUNT CLEARANCE REQUIRED FOR FUTURE REGISTRATION, TRANSCRIPTS, AND DIPLOMAS
The University prohibits the registration or release of transcripts or the issuance of a certificate of completion or diploma to any student who has not satisfied their financial obligations to the University. The total balance due must be paid. **See Business Office Bulletin online for details.**

GRADUATION POLICY
Students applying for graduation must be cleared by the Business Office in order to participate in the Commencement Ceremony. Students who are not cleared for Graduation will not participate in the Ceremony. All financial obligations must be fulfilled. This policy may be subject to change.

DELINQUENT STUDENT ACCOUNTS
Students are responsible for course selection and will be held liable for tuition and fees incurred as stated on their registration statement unless a written withdrawal form is filed with the Student Success Center before the end of the specified 100 percent refund period. **Therefore, the university reserves the right to refer student accounts to a collection agency, and or attorney and to disclose any relevant information to credit bureau organizations if payment of total charges is not made within 120 days**. In such an event, the student shall be liable for all collection expenses and, if required, all reasonable attorney fees associated with the collection of outstanding balances and accumulated interest.

To receive a full refund, students who wish to drop classes must complete the proper form and report to the Student Success Center no later than the final full refund drop date (100 percent Refund Withdrawal Date). **Please see Business Office Bulletin online for details.** Courses officially dropped with a 100 percent refund will be removed from the student's record. Amounts due to the University will be deducted before refund disbursement or credit is issued.

TRUTH IN LENDING ACT
The Higher Education Opportunity Act of 2008 (Pub. L. 110-35) (HEOA) added section 128(e)(3) to the TILA to require that, before a private educational lender may consummate a private education loan for a student in attendance at an institution of higher education, the private education lender must obtain the completed and signed Self-Certification Form from the applicant. The Federal Reserve Board's Final Regulations published on August 14, 2009, incorporate this new requirement at 12 CFR 226.48(e).

THE SELF-CERTIFICATION FORM MUST BE COMPLETED AND SUBMITTED TO THE BUSINESS OFFICE. This student form is located via the web under the Office of Financial Affairs.

Payment should be mailed to:
St. Thomas University
Business Office/ATTN: Cashier
16401 NW 37th Avenue
Miami Gardens, FL 33054-6459

Or payment can be made online via MYBOBCAT at in www.stu.edu/payments

WIRE TRANSFER PAYMENTS
Wire transfer of funds for payment on student accounts at St. Thomas University can be managed through any full-service bank. **Wire transfers should be directed to:**

Truist Bank
Corporate Cash Management
777 Brickell Avenue
Miami, Florida 33131
Phone: 1-800-947-3786

ABA Number: 061000104
Account Number: 0189001210477
Swift Code: BRBTUS33
St. Thomas University
16401 Northwest 37th Avenue
Miami Gardens, Florida 33054
Phone: 305-474-6977

VETERAN ADMINISTRATION INFORMATION
In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, Chapter 35 VA Benefits, or Chapter 1606 of title 10 while payment to the institution is pending from the VA.
This College will not:
– Prevent the student's enrollment;
– Assess a late penalty fee to the student;
– Require the student to secure alternative or additional funding;
– Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.
However, to qualify for this provision, such students may be required to:
– Produce the VA Certificate of Eligibility (COE) by the first day of class;
– Provide a written request to be certified;
– Provide additional information needed to properly certify the enrollment as described in other institutional policies
GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill

FINANCIAL INFORMATION

THE UNIVERSITY RESERVES THE RIGHT TO CHANGE, WITHOUT NOTICE, ITS TUITION, FEES, SERVICE CHARGES, RULES AND REGULATIONS AT THE BEGINNING OF ANY SEMESTER OR TERM AND DURING THE YEAR SHOULD CONDITIONS SO WARRANT. THIS RIGHT WILL BE EXERCISED JUDICIOUSLY.

Academic year 2026 – 2027 (effective July 1, 2026)
TUITION

GRADUATE PROGRAMS

Biscayne College of Liberal Arts & Social Sciences

MASTER OF ARTS IN CRIMINOLOGY	$800 per credit
$500 per credit unless otherwise specified	
MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP	
MASTER OF SCIENCE IN ELEMENTARY EDUCATION	
MASTER IN ETHICAL LEADERSHIP	$500 per credit unless otherwise specified
MASTER OF SCIENCE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY	
MASTER OF SCIENCE IN READING	
MASTER OF ARTS IN THEOLOGY	
MASTER OF SCIENCE IN PSCYHOLOGY	$670 per credit
MASTER OF SCIENCE IN INDUSTRIAL/ORG PSYCHOLOGY	$775 per credit
GRADUATE CERTIFICATE IN DIGITAL INSTRUCTION & DISTANCE EDUCATION	$415 per credit
Technology & Resource Fee (for all graduate programs)	$75 per course

Gus Machado College of Business

$625 per credit unless otherwise specified	
MASTER OF BUSINESS ADMINISTRATION	
MASTER OF ACCOUNTING	$625 per credit
MASTER OF INTERNATIONAL BUSINESS	

MASTER OF SCIENCE IN SPORTS ADMINISTRATION	
GRADUATE CERTIFICATES:	
$415 per credit unless otherwise specified	
CYBERSECURITY MANAGEMENT	
FINANCE	
FORENSIC ACCOUNTING	
MANAGEMENT ACCOUNTING	$415 per credit
MARKETING	
HUMAN RESOURCE MANAGEMENT	
INTERNATIONAL BUSINESS	
SPORTS ADMINISTRATION	
TAXATION	
Technology & Resource Fee (for all graduate programs)	$75 per course

College of Health Sciences & Technology

$625 per credit unless otherwise specified	
MASTER OF SCIENCE IN APPLIED KINESIOGY	
MASTER OF SCIENCE IN CYBERSECURITY & ANALYTICS	$625 per credit
MASTER OF SCIENCE IN DATA SCIENCE	
Technology & Resource Fee (for all graduate programs)	$75 per course

College of Nursing

$605 per credit unless otherwise specified	
MASTER OF SCIENCE IN NURSING	$605 per credit

POST-MASTER'S NURSING CERTIFICATES	
*BACHELOR OF SCIENCE IN NURSING to DOCTOR of NURSING PRACTICE (BSN.DNP)	$605 per graduate credit $630 per doctorate credit
Technology & Resource Fee (for all graduate programs)	$75 per course
*Technology Resource Fee (for doctorate courses of DNP.BSN program)	$100 per course

DOCTORATE PROGRAMS

Biscayne College of Liberal Arts & Social Sciences

$800 per credit unless otherwise specified

*(POST-MASTER's) EDUCATIONAL SPECIALIST (Ed.S.) DOCTOR OF EDUCATION IN LEADERSHIP (Ed.D.)	$800 per credit
DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP	$740 per credit
DOCTORAL DEGREE IN THEOLOGY AND LEADERSHIP (Ph.D.)	$700 per credit
GRADUATE CERTIFICATE IN DIGITAL INSTRUCTION & DISTANCE EDUCATION	$415 per credit
Technology & Resource Fee (for all doctorate programs)	$100 per course
* Technology & Resource Fee for (Ed.S.)	$75 per course

Gus Machado College of Business

DOCTOR OF BUSINESS ADMINISTRATION	$1055 per credit
Technology & Resource Fee (for all graduate programs)	$100 per course

College of Nursing

DOCTOR OF BUSINESS ADMINISTRATION	$630 per credit

Technology & Resource Fee (for all graduate programs)	$100 per course

SPECIAL DISCOUNTS/WAIVERS/SCHOLARSHIPS

Graduate (Teachers, ADOM Employees)	20%	per credit

Graduate:

Catholic School Teachers	15%	discount

+Only students enrolled in a degree-seeking program are eligible for tuition discounts. Online Programs are not eligible for teachers and Adom discounts.

ROOM AND BOARD

Residence Hall	Room Type	Housing Rate
Cascia Hall	Single	$8,535
Cascia Hall	Double Shared Suite	$3,100
Cascia Hall	Triple (Offline for Staff)	$3,100
Cascia Hall	Double	$4,100
Center Hall	Single with a Stove	$9,250
Center Hall	Single	$8,500
Center Hall	Double Shared Suite (W/ Stove)	$4,725
Center Hall	Double Shared Suite	$4,500
Murphy Hall	Single	$8,060
Murphy Hall	Double	$4,150
Murphy Hall	Double Shared Suite	$3,750
Murphy Hall	Triple	$3,350
South Hall	Single	$8,500
South Hall	Double	$3,900

Villanova Hall	Single	$8,550
Villanova Hall	Double	$4,100
Villanova Hall	Triple Shared Quad Suites	$3,100
Villanova Hall	Quad Shared Suite	$2,600

Meal Plan	Board Rate
14 Meal Plan	$2,970
Unlimited Meal Plan	$3,180

Contact Campus Life for full contract details about Room & Board options/fees.

GENERAL FEES AND DEPOSITS

Category	Fee Description	Amount / Note
Audit Fees	Audit Graduate Course Fee	Refer to program per-credit cost
*Audit Fees	Audit Course Fee (Law School)	$1,812
*Registration & Payment Fees	Course Drop/Add Fee (after 1st week)	$10 per course
*Registration & Payment Fees	Late Registration Fee (after 1st week)	$150
*Registration & Payment Fees	Late / Non-Payment Fee	$150
*Health Services	Health Insurance Fee (annual)	$2,545
*Health Services	Health Insurance Fee (spring/summer)	$1,375
*Health Services	Student Health Services Fee (per semester) for On-Ground Graduate Major	$123
*Banking Fees	Returned Check Fee	$50 per check
*Lab Fees	Computer & Science Lab Fee	$105 per course
*APEA Fees (Nursing)	APEA Fee (All Nursing Students)	$550

*APEA Fees (Nursing)	NUR 509CL	$1,250
*APEA Fees (Nursing)	NUR 625CL	$950
*APEA Fees (Nursing)	NUR 620CL	$950
New Student Fees	Room Reservation & Damage Deposit	$250
*New Student Fees	Tuition Deposit	$200
*Admin & Docs	Diploma Replacement	$150
*Admin & Docs	Transcript Fee (Official)	$10.25
*Admin & Docs	Transcript Fee – Expedited	$25
*ID & Permit Services	ID Replacement	$10
*ID & Permit Services	Parking/Permit Decal Replacement	$30
*Finance Services	Returned Check / Chargeback Fee	$50
*Finance Services	Tuition Payment Plan Enrollment	Up to $80 for the year (individual term $45)
*Finance Services	Tuition Payment Plan Late Fee	$25 per month (installment late)

NOTE: All items designated by an asterisk (*) are non-refundable

VETERANS ADMINISTRATION

St. Thomas University is approved for undergraduate and graduate education of Veterans and eligible dependents under current public laws. Students who may be eligible for educational benefits under any Veterans Administration program should contact:

Veterans Administration Regional Office
PO Box 1437
St. Petersburg, Florida 33731

Eligible students MUST contact the Veterans Administration at least one semester in advance of the date of their intended enrollment at the University. For further information contact the Veterans Administration Regional Office at 800-827-1000.

You can also visit the website at www.stu.edu and select "Veterans' Information and Services" for more information.

VETERAN ADMINISTRATION INFORMATION

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, Chapter 35 VA Benefits, or Chapter 1606 of title 10 while payment to the institution is pending from the VA.

This College will not:

– Prevent the student's enrollment;
– Assess a late penalty fee to the student;
– Require the student to secure alternative or additional funding;
– Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

– Produce the VA Certificate of Eligibility (COE) by the first day of class;
– Provide a written request to be certified;
– Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill

FINANCIAL AID

The Financial Aid Office at St. Thomas University (STU) is committed to providing financial assistance to students who needs monetary support to continue working toward their educational goals. Although aid for graduate/doctoral students is limited, St. Thomas works closely with each student to make the cost of education affordable. Therefore, it is important to apply early and adhere to the application requirements and deadlines.

Graduate/doctoral students at STU typically secure funds from a variety of sources to finance their education. Sources include graduate assistantships, loans, and scholarship awards based on academic merit. Graduate/doctoral students may also participate in tuition reimbursement plans if offered through their place of employment. A graduate/doctoral student at STU may receive a financial assistance packet combining aid from more than one of these sources. Aid from all sources may not exceed the Cost of Attendance (COA).

GENERAL ELIGIBILITY FOR FINANCIAL AID

To be considered for Federal Financial Aid programs, a student must:

- Be a citizen, national or eligible non-citizen of the United States.
- Be accepted and enrolled into a degree-seeking program at least half time (3 credits per term).
- Maintain Satisfactory Academic Progress (as determined by the school).
- Not be in default of any Title IV funds.
- Apply within designated deadlines.
- Have a valid Social Security Number.
- Provide proof of a standard high school diploma, Earned Bachelors degree, or a General Education Development (GED) Certificate, pass a test approved by the US Department of Education, or transfer at least 60 credits from Undergraduate coursework.
- Use federal student aid only for educational purposes.
- Not be a convicted drug offender during the period for which you will be receiving Title IV assistance.

HOW TO APPLY FOR FINANCIAL AID

To be considered for most forms of financial assistance, a student must complete the Free Application for Federal Student Aid (FAFSA) online. To complete the FAFSA online, an FSA ID must be established for both the student and at least one parent of a dependent student.

For Federal Financial Aid, the Federal School Code for St. Thomas University is **001468**.

To be considered for most form of financial assistance, the student must:

1. Complete the 2025-2026 Free Application for Federal Student Aid (FAFSA) at studentaid.gov.
2. Obtain an FSA ID, both the student and at least one parent of a dependent student will need to create an FSA ID. Please visit the following site to obtain your FSA ID: studentaid.gov.
3. Enroll in an eligible program, or, if in attendance, be a student in good academic standing, please refer to the section below on Satisfactory Academic Progress (SAP).
4. All state aid recipients for any of the state aid programs, including the Effective Access to Student Education (EASE) and the Florida Student

Assistance Grants (FSAG) recipients must complete the FAFSA by designated deadlines and first-time recipients must provide proof of Florida residency for parent and/or student. For more info on state residency requirements please click here.

5. Provide, if requested, proof of U.S. citizenship or eligible resident DHS documentation.
6. Provide additional information as requested to satisfy institutional, federal, and state program requirements.

Please note: Financial aid is not available for audited courses.

HOW TO BORROW WISELY

- Consider and research alternate methods of financing (e.g. scholarships, fellowships, employee tuition reimbursement, veteran's benefits, savings, family, etc.).
- Carefully compare repayment incentives, interest rates, and discounts.
- Repay debts as soon as possible; the longer you owe, the more you will pay (time value of money).
- To help secure your financial future, stay in touch with your lender/servicer.
- Borrow as little as possible, and only borrow what you need.

RENEWAL OF AWARDS

1. Financial Aid awards are not automatically renewed. A student must apply each year to receive an award determination. The FAFSA for the current academic year is available on October 1st online at: studentaid.gov.
2. The Financial Aid Office encourages students and parents to use the IRS data retrieval (DRT) process when resubmitting their new year FAFSA information.
3. Academic scholarships and/or grants (offered by the Admissions Office) are renewable if the student maintains Satisfactory Academic Progress.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

St. Thomas University (hereafter "the University") demonstrates administrative capability in their Satisfactory Academic Progress (SAP) Policy, as it measures the progress of a student toward his/her program objective. Maintaining SAP Policy is a requirement for the University to provide financial aid for all students. The policy sets minimum standards for evaluating SAP per federal and state regulations. This policy addresses the major features of the University's SAP policy with respect to all major components required, including quantitative, qualitative, and rate of progression. Within these measures are:

- **Maximum Time Frame**
- **Quantitative Measure (Rate of Progress)**
- **Qualitative Measure (Cumulative GPA)**

Lastly, this section encompasses the analysis of:

- **SAP Statuses**
- **Appeals**
- **Regaining Eligibility**

It is extremely important for all St. Thomas University students to review the Satisfactory Progress Policy -- particularly student just starting at the University. Every course enrolled at STU -- even the ones a student may later drop or get an incomplete grade for -- will be included in a Satisfactory Progress review. Taking time to understand the policy now, can assist students with planning their academic career pathway in a way that will keep them fully eligible for financial aid.

SAP POLICY

To be considered in good academic standing, and eligible for financial aid, students must successfully complete at least 67% of their attempted credits (quantitative progress) and meet the cumulative grade point average for the number of credits earned (qualitative progress).

The final SAP component is maximum time frame, a calculation used to ensure a student earns his/her degree or certificate within 150% of the time required for said program. For example, a student enrolled in a 60-credit program would reach maximum time frame if they attempted 90 credits and still had not successfully completed that program.

The University reviews SAP for all students at the end of each semester, even if the student is not utilizing federal student aid. All attempted credits, including transfer credits (for completion rate), are included in SAP calculations.

Students are notified via email when SAP calculation has been processed and are directed to the Student Self Service Portal for more information regarding their status and appeal information, if necessary.

To remain in good standing and retain eligibility for financial aid, students must complete 67% of the courses they attempt, and maintain a cumulative GPA of 3.0 or better. In addition, students must not have reached the Maximum Time frame measure as identified above.

Maximum Time Frame

The University measures student progress to ensure the student does not exceed Maximum Time Frame (MTF) and is on track to earn his/her degree. Federal regulations require a student complete his/her educational program within an MTF of no more than 150% of the published program length. All credits taken at the institution and all transfer credits accepted count towards the calculation of Maximum Time Frame.

Quantitative Measure (Rate of Progress)

The University requires a student to successfully complete 67% of all attempted hours to maintain financial aid eligibility. These credits include all transfer credit accepted and all subsequent credits earned at the University. The University does not round up when computing the percentage of courses completed. Credits attempted include all courses taken at the University, including repeated courses and all accepted transfer credits.

42 credit hours earned ÷ 65 credit hours attempted = 64%

In the example above the student would be below the University's minimum requirement for progression and would not be meeting SAP

Qualitative Measure (Cumulative GPA)

As noted above, all students are required to maintain a Cumulative Grade Point Average (CGPA) based upon credits attempted & completed. Example: A Graduate student is required to maintain a CGPA for the number of credits attempted & completed. Graduate student must have at least a 3.0 CGPA at the end each payment (term) period.

For GPA purposes, the cumulative GPA is calculated using the following grades:

GRADE	GPA VALUE	ATTEMPTED	COMPLETED
A	4.00	Yes	Yes
A-	3.67	Yes	Yes
F	0.00	Yes	No
W	----*	Yes	No
I	0.00**	Yes	No
Transfer Credits	---	Yes	Yes

*** GPA Value is not calculated in your CGPA.**
**** GPA Value is calculated in your CGPA.**

The following grade points are used:
A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; F=0.00.

The following terms are used: A=Superior; B=With Merit; C=Satisfactory; D=Passing; and F=Failure.

Other grade indicators are:

AD=Administrative Drop (permanent grade for non-payment, no grade points used in the calculation of GPA); credits are counted as attempted
AU=Audit (no credit or grade points)
CP=Course in Progress (temporary grade for internship courses); credits are counted as attempted; no GPA
I=Incomplete credits are counted as attempted, no GPA
NG=No Grade Submitted (temporary grade); credits are counted as completed; no GPA
NP=No Pass (unsatisfactory, for pass/no pass courses); credits are counted as attempted; no GPA
P=credit earned, for pass/no pass courses); credits are counted as attempted/completed credits; no GPA
UW=Unofficial Withdrawal (no credit or grade points earned, not used in calculation of GPA, can only be given if the student never attended the course); credits are counted as attempted
W=Official Withdrawal (no credit or grade points); credits are counted as attempted
AW=Administrative Withdrawal (permanent grade, no credit or grade points, not used in calculation of GPA); credits are counted as attempted.

Transfer Credits
Credit towards graduation from St Thomas University is granted for courses taken at accredited institutions with a grade of 3.0 or above if those courses are deemed both comparable to a course at the University and relevant to the student's proposed program of study at the University.

Repeated Coursework – The first time a course is completed and passed is counted as a passing grade for SAP purposes. The student can only repeat a previously passed course once to improve the grade and receive federal aid. Future attempts to improve course grade will impact the number of credits enrolled impacting financial aid eligibility for title IV programs.

If course is failed, the student may repeat the course as often as needed to receive the passing grade (if SAP is maintained). For repeated courses, the credit hours of both attempts are counted in the Quantitative Measure (Rate of Progress) and Maximum Time Frame (MTF) calculation. The hours for all attempts of the course will be counted as hours attempted.

Credits are not counted as completed for courses with a W, F, I, or CP, however; those credits are counted as attempted.

Grade Replacement
All courses applicable to a student's major (whenever taken, including academically forgiven courses and grade replacements) are included in evaluating a student's satisfactory academic progress for both quantitative [attempted] and qualitative [CGPA] components. However, a student may be able to appeal loss of eligibility due to special circumstances.
If the student is replacing a C+ the grade replacement will show: *U
If the student is replacing a C the grade replacement will show: *V
If the student is replacing a C- the grade replacement will show: *X
If the student is replacing a D+ the grade replacement will show: *Y
If the student is replacing a D the grade replacement will show: *Z
If the student is replacing an F the grade replacement will show: **

Incompletes - A student with valid reason (as determined by the Dean) for not completing a course requirement and has been granted additional time to complete the course is given a grade of "I". It is the student's responsibility to contact the Financial Aid Office of any grade changes. The FAO will then re-process SAP for those students.

SAP STATUSES

Satisfactory: The student is meeting all measures of the SAP policy and is in good standing.

Warning: The student has failed to meet SAP requirements. Students on a SAP Warning are eligible for Financial Aid for one semester.

Unsatisfactory: A student at the end of his/her Warning period, who has not met the necessary requirements is placed on Unsatisfactory. May appeal.

Probation: A student who successfully appeals their Unsatisfactory status is placed on an Academic Plan. Academic Plans are probationary statuses. Once an academic plan has been created the plan dictates the SAP standard for the student and must be followed. If the student is unable to achieve the plan, he/she will no longer be eligible for financial aid and will be responsible for paying for his/her own tuition until the student can meet the minimum SAP requirements.

Suspension: Students on an academic plan who fail to meet the requirements of said plan are placed on Suspension Status and are ineligible for financial aid. Students may regain eligibility at such time as they are meeting SAP requirements. Students who believe they are meeting SAP requirements should notify the Financial Aid Office to be reevaluated. Students who failed to meet the terms of the academic plan, after an appeal was approved, will not be considered eligible for a second appeal.

Appeals: A student can appeal the decision to have eligibility reinstated. In the appeal the student must state his/her reasons for falling below SAP standards and include a plan of action to correct the situation. All appeals should be submitted to STU Financial Aid Office within 30 calendar days of the day the suspension notice was sent.

Students who wish to file an appeal must have his/her advisor create an Academic Plan. The academic plan is the minimum requirements to reach SAP standards and how the student can effectively achieve this goal. During the period the student is on an Academic Plan, the student is unable to withdraw, fail or have any incomplete course(s). Once an academic plan has been created the appeal committee dictates the SAP standard for the student.
The appeal process follows federal rules, and a student will be asked to provide the following:

- Explain and document the mitigating circumstances (e.g., major illness, death in the family, other special circumstance) that prevented the student from meeting the required standards.
- Explain what has changed or will change for him/her, so that he/she will be able to earn the required cumulative grade point average and meet the 67% credits earned threshold by the end of the probation period; and
- Detail how his/her degree will be earned within a maximum time frame of 150% (including transfer credits).
- Academic Plans cannot exceed 2 consecutive semesters. If a student's plan to meet the SAP requirements exceeds the 2-semester mark, the student's appeal will be denied.

Appeals are either approved or denied. Students with approved appeals are expected to follow their SAP Academic Plan.

- Appeal Approved – if a student's appeal is approved, the student is eligible for financial aid and plan is reviewed at the end of each term.
- Appeal Denied – If a student's appeal is denied, the student will not be eligible for financial aid. A student may continue to attend the University, but the student would be responsible to find alternative means to pay all cost associated with enrollment.

Documentation:
The University in compliance with federal regulations regarding record retention maintains all appeal documentation in the student's electronic records for 5 years.

Regaining Eligibility
A student who loses eligibility (federal, state, and/or institutional aid) may regain eligibility if, in the future, his/her academic performance meets the SAP requirements. Students who have had an appeal denied or who have been placed on SAP Termination who later meet requirements their status will be calculated at Satisfactory if both PACE and GPA requirements are met.
A student may regain eligibility of their institutional scholarships, if they receive an approved academic plan from student success that ensures to meet graduation guidelines.

Reinstatement of Financial Aid without an approved appeal
A student who loses eligibility (federal, state, and/or institutional aid) may regain eligibility if, in the future, his/her academic performance meets the standards with a denied appeal. The student may also regain eligibility after enrolling and paying for classes and meet the minimum GPA requirements and completion rate.

FREQUENCY OF MONITORING
STU reviews SAP for all students at the end of each semester, even if the student is not utilizing federal student aid. All attempted credits, including transfer credits (for completion rate), are included in SAP calculations.

Please note, some of the University's academic programs, scholarships and/or grants may have more stringent requirements than the standard SAP policy. It is up to the student to know the requirements of their chosen program.

DEFICIENCIES/PREREQUISITES
Students who are admitted with deficiencies and/or prerequisites will have those credits added to their minimum degree requirements.

Treatment of Non-Punitive Grades, Repeated and Audited Courses

The University has specific rules for non-punitive grades, repeated courses, and audited courses. Pass/Fail, Withdrawals and Incomplete grades count as hours attempted and therefore affect rate of progression, however; due to the nature of the grade, they do not affect the CGPA computation.

If a student has an Incomplete (I) and this has caused him/her to be on SAP Probation, it is the responsibility of the student to ensure the SAP status is reviewed upon the awarding of the final grade. (See Section regarding Incomplete Grades and extensions) For repeated courses, the first course grade will not be computed into the total GPA (when the student submits the grade replacement electronic form). Instead, the most recent grade will be used. However, the hours for all attempts of the course will be counted as hours attempted.

TREATMENT OF PUNITIVE AND NONPUNITIVE GRADES AND COURSES

All courses with a grade of F, I, W, UW and repeated courses will be considered in the calculation of credit hours attempted and will be subject to the Standards of Satisfactory Academic Progress. Audited courses are not considered in awarding financial aid; therefore, they will not be counted in the determination of satisfactory academic progress. **It is the student's responsibility to inform an advisor at the Financial Aid Office if grade changes have been made to his/her academic record.**

Treatment of Transfer, Consortium Agreement, Change of Major, Second Degree, and Second Major Courses

The University counts all hours to determine academic progress:

- **Transfer Credits** – The University values prior formal learning. Transfer credits may include:
  - ACE/PONSI approved credit
  - ACE-approved military training and experience credit
  - CLEP, ACT/PEP, and DANTES DSST programs (the maximum number of semester-hour credits which may be challenged and transferred is 30). See section regarding Challenge Exams. Students need to submit an Official Transcript to the Admissions Office. Credit hours accepted by the University will be considered for SAP.
- **Consortium Agreement** - A current student may receive Title IV aid if they are taking coursework at another school and if the participating institution enters into a consortium agreement with the University. This agreement states that courses taken with the host institution will transfer to the University who will process and disburse the student's aid. Therefore, all grades received from a consortium agreement are calculated in student's SAP.
- **Change of Major** – Multiple changes to a program of study will negatively impact academic progress. These changes will result in the accumulation of credits that exceed the maximum time frame permitted for completion of a program. Taking courses that do not apply towards a declared program of study will also result in the accumulation of credits that may exceed the maximum time frame permitted to complete a program of study.
- **Second Degree and Second Major Courses** – Students attempting a second degree or major are subject to maintain SAP.
- **Study Abroad** - The student must first be accepted to study abroad by meeting with his/her academic advisor and obtaining approval. Once approved, grades received in a study abroad program will be part of SAP requirements.

DROPPING/WITHDRAWING
Awarded funds are intended to help meet educational expenses during university study. If you withdraw, drop out of school, drop below half-time, change enrollment status, or leave without notice in any given enrollment period, your financial aid award may be reduced or canceled, and you may be required to return a portion of the aid awarded to you. You may also be required to refund a portion of the funds disbursed directly to you. The amount of the refund is based on formulas established by the Department of Education. **You should consult with an academic advisor prior to dropping or withdrawing to avoid unnecessary financial hardship.**

Financial aid is refunded based on the last date of attendance at St. Thomas University. Title IV aid is earned in a prorated manner on a per diem basis up to the 60 percent point in the semester. After this point in time, Title IV aid is viewed as 100 percent earned. Unearned aid must be refunded to the federal student financial aid programs prior to issuing a refund to the student. Unearned aid will be returned in this order:

1. Federal Direct Unsubsidized Loan
2. Federal Direct PLUS Loan for Graduate/Professional Students
3. Other Title IV Programs
4. Other non-federal financial aid

STU will complete the Return of Title IV Funds calculation for these students and will return any Title IV funds that are due to the Department of Education. Students will be notified in writing of balance owed to STU and have 45 days from the date of the letter to arrange payment with the Business Office. Failure to pay within this deadline will result in your student account being reported to the collection agency. Student will be responsible for any fees access by the collection agency.

STUDENTS ENROLLED IN MODULAR BASED COURSES
In all programs offered in modules, a student is considered to have withdrawn for Title IV purposes if the student ceases attendance at any point prior to completing the payment period or period of enrollment, unless STU obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period or period of enrollment (within 45 days).

In addition, a student in a non-term or nonstandard term program offered in modules who ceases attendance is considered to have withdrawn for Title IV purposes unless STU obtains written confirmation from the student at the time of the withdrawal that he or she will attend a module that begins later in the same payment period or period of enrollment, provided the later module the student will attend begins no later than 45 calendar days after the end of the module the student ceased attending. If STU obtains written confirmation of future attendance but the student does not return as scheduled, the student is considered to have withdrawn from the payment period or period of enrollment. The student's withdrawal date and the total number of calendar days in the payment period or period of enrollment are the last date of attendance as documented in course attendance records, and total number of calendar days as of the student's last day of attendance (those that would have applied if the student had not provided written confirmation of future attendance).

Withdrawal Exemptions to Add to R2T4 Policy
During the institution's drop/add deletion process, a student may be treated as never having begun attendance on a case-by-case basis, even if the student attended one or more class sessions during the payment period, provided all of the following conditions are met:

1. The student is treated in the same manner as students who never attended.

2. The courses are deleted from the academic record in accordance with the institution's established drop/add deletion policies.
3. All institutional charges for the payment period are fully reversed, and any remaining balance is written off or canceled.
4. All Title IV aid disbursed for the payment period is returned in full.
5. The institution documents its use of the withdrawal exemption for the student.
6. Attendance records are retained for the student.
7. The student's eligibility to receive Title IV aid is fully documented.

When this exemption is applied, a Return to Title IV (R2T4) calculation is not required as the student is officially considered a non-attendee.

RIGHTS AND RESPONSIBILITIES FOR FINANCIAL AID RECIPIENTS:

1. Students have the right to expect that their financial assistance eligibility will be determined in an equitable manner, consistent with Federal regulations and university policies.
2. Students have the right to full information about financial assistance programs, pertinent regulations, policies, and procedures.
3. Students eligible for financial assistance have the right to be considered for those programs for which they qualify if funds are available.
4. Students have the right to complete information about how their financial assistance eligibility was determined.
5. Students have the right of access to their financial assistance records and assurance of confidentiality of family information as defined by the Buckley Amendment of 1973 and St. Thomas University student records policy.
6. Students have the right to accept all or any portion of their university assistance award, but the reduction of one portion will not necessarily be a basis for an increase in another portion and may affect the type of assistance students receive.
7. Students have the right to review their financial assistance upon request to the Financial Aid Office.
8. Information regarding tuition and fees, as well as refund policies and procedures (available in the Business Office Handbook).

RESPONSIBILITIES:

1. Students are responsible for supplying complete, accurate, and current information upon which their eligibility for financial assistance is based.
2. Students have the responsibility of providing all additional documentation, corrections, and/or new information requested by the Financial Aid Office.
3. Students are expected to read, understand, and keep copies of all forms they are asked to sign.
4. Students have the responsibility of planning for moderate spending, and to contribute to the costs of education.
5. Once financial assistance is accepted, students are responsible for notifying the Financial Aid Office if they:
   a. Receive a loan, scholarship, work, or other additional aid.
   b. Change their marital status or state of residence.
   c. Change their attendance status (e.g., half-time, three-quarter time, or full-time).
   d. Withdraw from the university.
6. Students are responsible for using student aid funds awarded to them for educationally related expenses only.
7. It is the students' responsibility to know and comply with the deadlines for application or reapplication for assistance.

8. Know and comply with rules governing the aid you received including enrollment requirements and satisfactory academic progress.
9. Financial assistance is awarded by semester for periods up to one academic year. Students should reapply for assistance for the following academic year.
10. Students who withdraw from the university before the end of the semester may be required to refund a portion of the aid received from Federal Direct Loans, Federal Direct PLUS Loan and/or certain private scholarships, as determined by federal formula for Return of Title IV Funds.
11. Complete the Loan Exit Interview prior to graduation or separation from school. Students are responsible for understanding the conditions and repayment terms of all their loans, both federal and private.
12. Pay any tuition, fees, room, food or other expenses not covered by financial aid.

COST OF ATTENDANCE (COA) – Estimated and reasonable cost of completing a standard year of college. The COA is required by the Federal Government and includes Tuition and Fees, Books and Supplies, Room and Food, Transportation and Living Expenses. COA is determined by the number of credits enrolled within the academic year. Federal regulation limits the total of all financial aid awards, including scholarships, FWS, and loans to the cost of attendance.

TYPES OF FINANCIAL AID

Federal Direct Unsubsidized Loans A non-need based; long-term loan administered by the Department of Education. Eligibility is determined by the information provided on the Free Application for Federal Student Aid (FAFSA), the schools total cost of attendance minus all other aid received, and enrollment intensity. Students must enroll at least half time to receive this loan and are responsible for paying the interest while attending school. For additional information, please visit our "types of aid" section with regards to the Federal Direct Loan Programs page online at: studentaid.gov or https://www.stu.edu/admissions/financial-aid/types-of-aid/

Federal Direct Unsubsidized loans are awarded without consideration of financial need. The interest accrues while in school and, if not paid, is added to your balance when your loan goes into repayment.

All Unsubsidized loans have a six-month grace period following graduation (or unless you drop below half-time enrollment) before you begin repayment. For graduate/ doctoral students, the annual limit for a Federal Direct loan is $20,500. The total borrowing limit under the Federal Direct Loan program is $138,500 (limit includes undergraduate loans borrowed).

In accordance with federal regulations, all students who have received a Federal Direct Loan and/or Grad PLUS Loan while attending the University must complete the Loan Exit Counseling prior to leaving the University or graduating, whichever comes first. The purpose of the Loan Exit Counseling is to advise the borrower of the amount of indebtedness, deferment, forbearance, and consolidation provisions related to loan repayment. The student can complete the Loan Exit Counseling online at: studentaid.gov

Federal Direct PLUS Loan for Graduate/Professional Students (optional) This is a non-need-based, government-guaranteed loan. Loan limits equal the cost of attendance minus other financial aid received by the student. Loan eligibility and limits are calculated based on enrollment intensity and historical borrowing status. Students must enroll at least half-time to receive this loan. In order to be eligible for this loan, students must be considered Legacy for their program, and maintain an eligible Time-

Frame to Graduation For additional information, please visit our "Types of Aid" section with regard to the Student Loan Programs page online at studentloans.gov or https://www.stu.edu/admissions/financial-aid/types-of-aid/

Note: All Federal Direct Loans have a six-month grace period following graduation (or unless you drop below half-time enrollment) before you begin repayment. All federal Loans are subject to Schedule of Reduction (SOR) based on enrollment intensity.

Private Alternative Loan Alternative loans are available through commercial lenders for educational costs during periods of enrollment. They are based on creditworthiness. We strongly suggest that students submit a FAFSA and seek federal loan assistance before attempting to participate in any alternative loan programs. To compare lender benefits and apply for a Private Loan, click here.

Please be sure to use our school code 001468 when applying for a Private Loan.

NOTE: Prior to obtaining a federal loan, all first-time borrowers at St. Thomas University must participate in Loan Entrance Counseling in accordance with federal regulations. The purpose is to provide debt management counseling, and to inform the student of his/her rights and responsibilities as a borrower of a federal direct loan. In addition, and in accordance with federal regulations, all students who obtain a federal direct loan must participate in Loan Exit Counseling prior to separation from the University. Counseling includes information about the amount of indebtedness, deferment, forbearance, and consolidation provisions related to loan repayment. Federal Direct Loan recipients receive a reminder to complete the Entrance and/or Exit Loan Counseling at studentaid.gov

SCHOLARSHIPS

For a list of these and additional outside scholarships available for our students, please visit: https://www.stu.edu/financial-aid/Scholarships/

Financial Aid Funding Award Changes

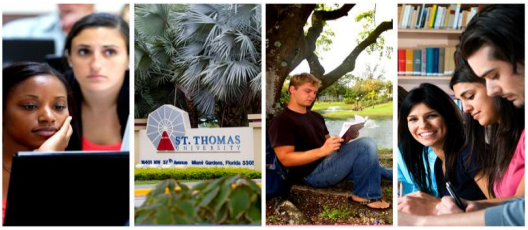
All financial aid offers are estimates and do not represent a binding commitment of funds. Final awards are contingent upon verification of eligibility, enrollment, and available funding. The University reserves the right to review, adjust, or cancel financial aid awards at any time based on changes in funding, regulations, enrollment status, academic performance, or other relevant factors. Students will be notified of changes to their financial aid packages via official university communication channels. While students may appeal changes, the University retains sole discretion in final determinations. All financial aid policies are administered in accordance with applicable federal, state, and institutional regulations and nondiscrimination laws.

All forms of financial aid are subject to availability and eligibility requirements. Financial aid offers are considered an estimate and can change due to a variety of reasons

- **Changes in Funding:** Your financial aid is based on funding estimates from federal, state, and institutional sources. Changes in funding may result in your award being adjusted to reflect the new amount.
- **Changes in Federal Regulations:** Federal aid programs can change at any time due to new laws or policies. If this happens, your aid award may be updated.
- **Scholarship and Grant Requirements:** Some scholarships and grants require you to meet specific academic or performance standards, like

maintaining a certain GPA. If you don't meet those requirements, your funding may be reduced or canceled.

- **Receiving Additional Financial Assistance:** If you get funding from an outside source, like a private scholarship or loan, let the Financial Aid office know right away. These funds need to be included in your aid package to ensure you're not receiving more than allowed under federal rules. If the amount from the outside source changes, notify us immediately to adjust your award.
- **Anticipated vs. Actual Credit Hours:** Your financial aid is based on full-time, full-year enrollment (at least 12 credit hours per semester). If you take fewer credits or don't plan to attend both fall and spring semesters, your aid may be adjusted. Always contact the Financial Aid office before changing your credit hours to understand how it might affect your aid.
- **Class Attendance:** You must attend class to receive financial aid. Instructors report attendance, and if you're marked as not attending on the designated date those credits won't count toward your aid, which could reduce your funding.
- **Withdrawing from Class:** Withdrawing from classes could affect your financial aid, possibly leaving you with a bill or requiring you to repay funds you didn't earn.
- **Changing Your Program/Major:** Changing your program/major could affect your financial aid, possibly leaving you with a bill or requiring you to repay funds you didn't earn. Connect with Financial Aid to understand how it will affect your current and future aid.
- **Repeating Courses:** Federal aid will only pay for one repeat of a course you've already passed (grade of D- or higher). If you retake it again, aid won't cover it, even if you fail the second attempt. All attempts count toward your Satisfactory Academic Progress calculations.



GENERAL INFORMATION

OFFICE OF PHILANTHROPY

Our Vision

That St. Thomas University alumni, friends, campus partners and all who care about the University are engaged in meaningful relationships to advance our mission to prepare STUdents to be ethical leaders for a global community.

Our Mission

To inspire engagement and investment in St. Thomas University with a remarkable commitment to our Catholic mission and values.

Our Core Values

- We value **STUdents** and recognize that they are the purpose, motivation, and outcome behind our work.
- We value **STUwards** and strive to create an inclusive culture that motivates engagement.
- We value **alumni and donors** and intend to align their passions and philanthropic ambition with compelling priorities of the University.
- We value **the act and spirit of generosity** and work to motivate the joyful sharing of gifts that bless STU while blessing those who share in return.
- We value **ethics and trust** and aim to build it by faithfully acting with integrity, dignity, and transparency.
- We value **volunteer leaders** and embrace their enthusiasm to lend their time and talents to leave a legacy at STU.
- We value **excellence** and dedicate ourselves to achieve it through the dignity of our work, the unleashing of creativity, and the collection of expertise.

Alumni Association: The St. Thomas University Alumni Association (STUAA) mission is to engage and to connect with alumni, students, donors and friends to create meaningful partnerships that advance the mission and goals of the University. The Alumni Association supports and strengthens the University, involves and enriches its alumni, and fosters a lifelong relationship with St. Thomas. We seek both to encourage alumni involvement in alumni and University activities, and to recognize those graduates who have made meaningful contributions to the University, their communities, their workplaces, their places of worship, and our global community.

CAMPUS MINISTRY

Campus Ministry takes a leading role in the mission of St. Thomas University by assisting students, faculty, and staff in the ongoing tasks of spiritual and faith formation, evangelization and participation in the sacramental life of the Church.

Campus Ministry, driven by a Catholic identity at St. Thomas University, recognizes four essential Characteristics and uniqueness of a Catholic University highlighted in the Apostolic Constitution Ex Corde Ecclesiae – On Catholic Universities (Par. 13):

1. Christian Inspiration: Not simply individuals, but the Catholic university as a whole;
2. Faith Reflection: In the light of the Catholic Christian faith upon the growing treasury of human knowledge;
3. Fidelity to the Christian Message: In order to transmit the Christian message; and,
4. Service to the Church and Humanity: Keeping an institutional commitment of service to the people of God and to the whole human family. The word "Catholic" means universal.

"We are a Catholic university because we seek truth through the intellectual life, because we want to be a transformative presence in the world; because we seek to infuse the world with compassion and faith, animated by the spirit of Christ (Ex Corde 21); because we ground our work in the hope to be found in the Eucharist, the source and summit of Catholic belief and practice (St. Thomas University, Catholic Identity Statement, 2016)." Campus Ministry, composed by faculty, staff and students, it is also sensitive to the ecumenical and interfaith dimension of the University's population by "welcoming people from all religious and humanistic traditions (The Uniqueness of a Catholic University, 1990)."

Our Mission

Relationships: We strive to build community recognizing the inherent social dimension of the person and the call to flourishing within those integral relationships.

Christian Inspiration: We are inspired, moved and strive to embody the values of the Gospel and the Church wisdom in our everyday life and we inspire others to do so. We invite students to a deep and lifelong relationship with God through the Sacramental life of the Church, prayer and spiritual life on campus.

Faith Reflection: We value the Catholic Intellectual tradition that reflects on the critical value of academic, faith and moral formation, with a pastoral component, within and beyond the classroom setting.

Service to the Church and Humanity: We mentor our students and opens spaces for leadership and vocational opportunities that are helpful tools as they become ethical leaders for life. Campus ministry supports the call of the Gospel and the social mission of the Church to work for the poor and vulnerable.

Key Programs

Peer Ministry Program: Campus Ministry mentors a core group of peer ministry leaders and peer ministry scholars. We facilitate critical tools for them to experience leadership in a University setting and beyond throughout the academic year.

Ignite Young Adult Group: Young Adults in the University Community meet weekly on Wednesday nights for a student-led young adult group to reflect on their faith in light of their own lives as college students.

Daily Mass and Prayer Services: The University community gathers for worship and prayer at the Chapel of St. Anthony through the celebration of the Eucharist and prayer services organized throughout the academic year. Students are invited to participate in different sacramental roles, such as: altar servers, lectors, music ministers, and ushers.

The Catholic Experience: Study Abroad in Rome: The Catholic Experience is a study-abroad program designed to provide students with an immersive academic, cultural, and faith-based experience in Rome, Italy. The program includes three academic courses—one offered by St. Thomas University and two offered by the Pontifical University of the Holy Cross in Rome.
In addition to coursework, students participate in guided experiences throughout the city that connect Catholic faith and tradition with Rome's art, history, architecture, and culture. Through classroom learning, visits to significant religious and historical sites, and engagement with the life of the universal Church, students deepen their understanding of Catholic identity, intellectual tradition, and global community.

Retreats: Students have the opportunity to reflect on meaningful questions about and God's presence and work in their lives and in the world.

Rite of Christian Initiation for Adults (RCIA): Designed in collaboration with the Archdiocese of Miami, this program is offered to students, faculty, or staff who would like to learn about the Catholic Church and prepare to receive the sacraments of Initiation (Baptism, First Communion, and Confirmation).

By The Well Woman's Bible Study: Students are invited to join in a guided reflection and bible study on the First Friday of the month. Every first Friday, the group comes together for Holy Mass, lunch, and community as they delve into God's Word.
Outreach Fellowship: Campus Ministry promotes opportunity to meet people and develop friendships in a relaxed and fun atmosphere. These include: beach retreats, cookouts, picnics, holiday celebrations, social gatherings, movies, coffee breaks, university games, events, etc.

The Chapel of Saint Anthony is open throughout the day and provides our university community with a quiet place for private and communal prayer, worship and reflection. The Campus Ministry team encourages all students, faculty and staff to visit the office and learn about how the ministry can help during their journey at St. Thomas. For more information: campusministry@stu.edu or (305) 628-6525.

DIVISION OF STUDENT AFFAIRS

The STU Health & Wellness Center is committed to advancing the health and well-being of the university community, grounded in the principles of Catholic Identity. Our approach is guided by the values of Catholic Social Teaching and Catholic Health Care, including the inherent dignity of every individual, a preferential concern for the marginalized, respect for the rights and contributions of workers, stewardship of the environment, and a dedication to peace and nonviolence.

In alignment with St. Thomas University's mission — a Catholic university empowered by the Spirit of Christ to foster ethical leadership and lifelong learning — the Health & Wellness Center offers a personalized and holistic model of care. Our credential professionals provide short-term therapeutic counseling and acute medical services to support students in achieving academic success and personal growth within a compassionate, inclusive, and ethically driven environment.

MISSION STATEMENT

The STU Health & Wellness Center is dedicated to promoting the physical, emotional, behavioral, and spiritual well-being of every student. Grounded in Catholic identity and guided by the principles of Catholic Social Teaching, we provide compassionate, individualized care in a professional and supportive environment. Our mission is to empower students to thrive—academically, personally, and ethically—through accessible health and wellness services that reflect the dignity of each person and the values of our university community.

Services Offered

Mental Health Counseling: The Health & Wellness Center aids students experiencing mental, emotional, and behavioral concerns. Our professional staff provides crisis intervention, short-term counseling, psychoeducational resources, and referrals to specialized care when needed. Confidentiality is a fundamental principle of our services, ensuring a safe and supportive environment for all students.

Medical Services: The STU Health & Wellness Center offers healthcare to registered students attending classes at St. Thomas University. Conveniently located between Cascia Hall and Sullivan on St Thomas University's campus in Miami Gardens, our center aims to remove health-related barriers to academic success. Healthcare is delivered by a Board-Certified Nurse Practitioner, with appointments available for acute illnesses and minor injuries during office hours. Students requiring specialized evaluations, treatment, or comprehensive care are referred to off-site physicians, clinics, or hospitals. Cost for referred services are generally the student's responsibility and may be subject to insurance coverage.
Emergency care can is accessible at Urgent Care Centers or hospitals, with ambulance transportation typically arranged for severe cases and students responsible for less urgent transportation. Emergency and urgent medical care services, including ambulance transport, are partially covered by student health insurance. For more information, please visit our webpage: https://www.stu.edu/students/student-affairs/student-health-center/

Contact: To make an appointment for counseling or medical services, please call **305-474-6921**.

Emergency Situations: Emergency: 911
STU Department of Public Safety: (305) 628-6500

Hours: Health & Wellness Center: Monday – Friday, 9:00 am – 5:00 pm

Student Health Insurance:
All full-time undergraduate, international, and law students are required to have adequate health insurance. This policy is in place for the sole purpose of safeguarding the well-being of students. There are no exceptions to this policy. If a student does not have personal health insurance, an affordable health insurance plan is available through St. Thomas University. All full-time undergraduates, international, and law students are automatically enrolled in this insurance plan for the 2026-27 academic year unless proof of comparable health coverage is provided online by the waiver deadline date. The Student Health Center communicates to students through St. Thomas University e-mail accounts, this includes to waive/enroll, insurance information, and deadline dates. Please be very careful to check your STU email regularly for updates on verifying existing health insurance, enrolling for student health insurance, and for all applicable deadlines. It is each student's sole responsibility to assure full cooperation with the guidelines for health insurance enrollment every calendar year. Each student is required

to submit proof of health insurance. Active insurance status will be checked for accuracy.

Both enrollment for the insurance and providing proof of alternative insurance must be done entirely online during the period of June 1 through August 7, 2026.

For complete details of the plan benefits, enrollment, and waiver deadlines, please visit: https://www.stu.edu/students/student-affairs/health-wellness-center/student-health-insurance/

Health Record Requirements:
St. Thomas University requires the following immunizations:

- **Measles/Mumps/Rubella (MMR): 2 doses**
- **Hepatitis B: 3 doses**
- **Students living on campus are required to have the Meningitis (MCV4) vaccine: 1 dose after their 16th birthday.**

Visit the Admissions portal to upload your immunization records stu.edu/portal. This form allows new students to upload their immunization records or request an immunization exemption. Student athletes will have their own physical forms coordinated by the athletic department and must still submit the required immunization forms. To obtain your immunization records, please contact the Public Health Department at (954) 467-4943. For immunizations, you may visit your private health provider, the department of health, or make an appointment at a local pharmacy. Visit the Health & Wellness Center webpage at https://www.stu.edu/students/student-affairs/health-wellness-center/ for information on University Immunization requirements.

At St. Thomas University, the Health & Wellness Center emphasizes that "Health is a Unity of Mind, Body, and Spirit."

The Bobcat Academic Achievement Center (BAAC)

The Bobcat Academic Achievement Center supports graduate student learning, academic progress, professional development, and degree completion through coordinated academic advising, learning support, tutoring, academic coaching, workshops, and referrals to University resources. The Center, located in Mimi Dooner Hall, Suite 109, provides student-centered services designed to help graduate students make informed academic decisions, strengthen learning strategies, address academic challenges, and become increasingly independent and self-directed learners.

The Center comprises of two departments:

1. The Bobcat Academic Achievement Center (BAAC)
2. Learning Support and Tutoring Services – The Glenn Hubert Student Learning Center

Services are provided in collaboration with graduate program directors, faculty advisors, academic departments, the Registrar, the University Library, Career Services, accessibility services, and other University offices. Graduate students remain responsible for understanding and satisfying all University, academic-program, progression, and degree-completion requirements applicable to their programs.

Academic Advising – The Bobcat Academic Achievement Center
Academic Advising is an ongoing educational partnership through which graduate students receive guidance in developing and implementing their academic plans.

Graduate academic advising may be provided collaboratively by professional academic advisors, faculty advisors, program directors, and other designated program personnel. Advising responsibilities may vary by academic program.

Professional academic advisors generally assist students with University policies, registration processes, degree planning, academic progress, and referrals to appropriate resources. Faculty advisors, program directors, dissertation or thesis chairs, and other designated program personnel generally provide discipline-specific guidance concerning curriculum sequencing, research, professional expectations, field experiences, comprehensive examinations, capstones, theses, dissertations, and other program requirements.

Academic advising may include:

- Development and review of individualized academic plans.
- Interpretation of degree, concentration, specialization, certificate, and institutional requirements.
- Review of the student's approved program of study.
- Course planning and registration guidance.
- Review of course sequencing, prerequisites, and progression requirements.
- Monitoring of academic progress and degree-completion requirements.
- Guidance concerning academic policies and procedures.
- Referrals to tutoring, academic coaching, faculty support, Career Services, accessibility services, and other University resources.
- Proactive outreach when academic or enrollment information indicates that additional assistance may be beneficial.

Academic advisors provide accurate and timely guidance based on available University records, published policies, approved curricula, and information provided by the

academic program. Advising recommendations do not constitute approval of exceptions, substitutions, transfer credit, waivers, candidacy, field placements, or admission to restricted components of an academic program.

Course availability, scheduling conflicts, registration holds, program admission requirements, course sequencing, faculty availability, and changes in student enrollment may affect an academic plan.

Shared Responsibility for Academic Planning
Academic advising is a shared responsibility among the graduate student, professional academic advisor, faculty advisor, program director, and other designated program personnel, as applicable.

Graduate students are expected to:

- Meet with the appropriate advisor regularly and respond to advising communications.
- Review the Graduate Catalog, academic policies, program requirements, and degree-progress information.
- Understand the roles of the professional academic advisor, faculty advisor, program director, and other program personnel.
- Prepare for advising appointments and communicate academic goals, questions, and concerns.
- Register within established registration periods and resolve applicable holds.
- Verify that course selections apply toward the intended degree, concentration, specialization, or certificate.
- Follow the approved curriculum and required course sequence.
- Monitor academic progress and maintain accurate personal records.
- Seek assistance promptly when experiencing academic difficulty or considering changes to enrollment or academic plans.
- Remain informed about applicable candidacy, comprehensive examination, capstone, thesis, dissertation, practicum, internship, clinical, and graduation requirements.

Academic advisors are expected to:

- Provide accurate, timely, and respectful guidance.
- Assist students in understanding University and program requirements.
- Help students develop realistic academic plans consistent with their educational and professional goals.
- Encourage informed decision-making, self-advocacy, and personal responsibility.
- Monitor academic progress and identify concerns that may affect degree completion.
- Refer students to faculty, program personnel, and appropriate University resources when needs extend beyond the scope of professional academic advising.

Faculty advisors, program directors, and other designated program personnel may provide guidance concerning:

- Discipline-specific curriculum and course sequencing.
- Scholarly and professional expectations.
- Research interests and opportunities.
- Comprehensive or qualifying examinations.
- Candidacy requirements.

- Capstones, theses, and dissertations.
- Practica, internships, clinical experiences, and other field-based requirements.
- Professional licensure, certification, and career pathways.

Graduate students are responsible for monitoring and satisfying all requirements associated with their programs, including required coursework, minimum grade-point averages, academic-standing standards, course sequencing, continuous enrollment, candidacy, comprehensive or qualifying examinations, field experiences, capstones, theses, dissertations, time-to-degree limitations, and graduation deadlines, as applicable.

Advisors assist students in interpreting requirements and making informed decisions; however, each student is ultimately responsible for knowing and completing all requirements for the degree sought. An advising recommendation does not supersede the Graduate Catalog, the approved curriculum, the student's official program of study, or applicable University and program policies.

Academic advising does not guarantee course availability, admission to candidacy, approval of a thesis or dissertation proposal, placement in a practicum or internship, successful completion of an examination, professional licensure, certification, endorsement, or approval by an external agency.

Students enrolled in programs leading to professional licensure or certification are responsible for reviewing and satisfying applicable University, program, state, professional, and licensing requirements.

Learning Support and Tutoring Services – The Glenn Hubert Student Learning Center, 2nd Floor, University Library

Learning Support and Tutoring Services provides academic assistance intended to strengthen graduate students' understanding of course content, academic skills, research and writing strategies, learning practices, and confidence as independent scholars and professionals.

Services are available to currently enrolled graduate students, subject to course coverage, staff or tutor qualifications, service availability, and published schedules. Support may be offered in person, online, individually, or in small groups.

Subject Tutoring

Qualified tutors or learning-support personnel may provide assistance in selected graduate courses and subject areas. Tutoring may address course concepts, problem-solving methods, quantitative skills, study strategies, assignment preparation, and examination review.

Tutoring is intended to supplement, not replace, class attendance, faculty instruction, assigned coursework, independent research, or communication with the course instructor.

Tutoring is offered based on student demand, tutor qualifications, course coverage, and institutional priorities. The availability of tutoring for every graduate course, program, or requested time is not guaranteed. Current subjects, schedules, appointment procedures, and service formats are published by Learning Support and Tutoring Services.

Eligible graduate students may also access tutoring through Knack for supported courses and subject areas. Knack is a course-specific peer tutoring platform that connects college students with campus peers who have already aced the same

classes. Partnered with universities, the app allows students to book 1-on-1 or group sessions, either in-person or online. Availability through Knack varies according to tutor qualifications, course coverage, and platform participation. Instructions for accessing Knack are available through designated University systems and Learning Support and Tutoring Services website.

Graduate Writing and Research Support
Learning support may include assistance with graduate-level writing, research organization, citation practices, quantitative concepts, study strategies, and preparation for major academic milestones, subject to staff expertise and service availability.

Learning-support personnel may help students:

- Clarify the organization and structure of academic writing.
- Develop strategies for revising and strengthening written work.
- Apply appropriate citation and documentation practices.
- Organize research materials and project timelines.
- Develop strategies for reading and evaluating scholarly literature.
- Strengthen quantitative reasoning and related academic skills.
- Prepare for presentations, examinations, capstones, theses, or dissertation milestones.

Learning-support personnel do not conduct research for students, perform statistical analyses on their behalf, serve as research supervisors, determine the scholarly merit of a project, edit manuscripts for publication, or write any portion of a student's coursework, capstone, thesis, dissertation, or other academic submission.

Students should consult their faculty advisor, research supervisor, program director, thesis chair, or dissertation chair for discipline-specific guidance and approval.

Academic Coaching
Academic coaching is a collaborative process that helps graduate students develop and implement strategies for academic progress and degree completion.

Academic coaching may address:

- Goal setting and accountability.
- Time and task management.
- Organization and planning.
- Study routines and learning strategies.
- Motivation and self-regulation.
- Preparation for examinations and major academic milestones.
- Balancing academic, professional, and personal responsibilities.
- Use of academic resources.
- Recovery from academic setbacks.

Academic coaching focuses on learning behaviors, academic habits, planning, and accountability. It does not replace academic advising, faculty mentoring, research supervision, course instruction, personal counseling, disability accommodations, or specialized clinical services.

Academic-Skills Workshops
Learning Support and Tutoring Services may offer workshops and presentations addressing topics such as:

- Graduate-level time management.
- Scholarly reading and note-taking.

- Study and examination strategies.
- Academic writing.
- Research organization.
- Citation and source management.
- Academic technology.
- Goal setting and accountability.
- Academic resilience.
- Preparation for capstones, theses, dissertations, and other major academic milestones.

Workshop topics, formats, and schedules may vary according to student needs, program needs, and institutional priorities.

Academic Outreach and Referrals
The Bobcat Academic Achievement Center (BAAC) may contact graduate students when faculty referrals, academic-progress information, enrollment patterns, or other indicators suggest that additional support could be beneficial.

Students may be referred to:

- Professional or faculty academic advising
- Academic coaching
- Tutoring and learning support
- Faculty office hours
- Graduate program personnel
- University Library services
- Accessibility services
- Counseling services
- Career Services
- Other appropriate University resources

Such outreach is intended to connect students with assistance and does not replace the student's responsibility to attend courses, monitor academic progress, communicate with instructors and advisors, meet academic deadlines, and comply with University and program policies.

Tutor and Learning-Support Standards
Tutors and learning-support personnel are selected based on academic qualifications, subject-area expertise, communication skills, faculty or departmental input when appropriate, and the needs of the University.

Tutors and learning-support personnel may receive training in:

- Tutoring and learning-support practices
- Graduate-level academic expectations
- Academic integrity
- Confidentiality
- Communication
- Inclusive learning practices
- Referral procedures

Tutors and learning-support personnel facilitate learning but do not complete assignments for students, provide answers to graded assessments, rewrite student

work, determine grades, approve research, replace faculty feedback, or guarantee a particular academic outcome.

Student Responsibilities
Graduate students using learning support and tutoring services are expected to:

- Seek assistance early and participate actively.
- Attend scheduled appointments or cancel within established timeframes.
- Arrive prepared with relevant course materials and specific questions.
- Complete their own academic work.
- Follow University academic-integrity and research-integrity requirements.
- Protect confidential or restricted research information.
- Obtain appropriate authorization before sharing research data or materials.
- Treat tutors, staff members, and other students respectfully.
- Apply recommended strategies independently.
- Communicate with the course instructor regarding course expectations, grades, and faculty-specific requirements.
- Consult the appropriate faculty advisor, program director, research supervisor, thesis chair, or dissertation chair for discipline-specific guidance.

Tutoring, academic coaching, writing support, and other learning-support services support student development but do not guarantee improvement in grades, successful course completion, candidacy, approval of a capstone, thesis, or dissertation, degree completion, licensure, certification, or employment.

Accessibility and Inclusive Support
The Bobcat Academic Achievement Center is committed to providing an inclusive and welcoming learning environment. Students seeking disability-related academic accommodations must contact the University office responsible for coordinating accessibility services.

Academic advisors, coaches, tutors, and learning-support personnel may provide referrals but do not independently approve, deny, or modify academic accommodations.

DEPARTMENT OF ATHLETICS

St. Thomas University offers athletics programs through the National Association of Intercollegiate Athletics (NAIA) and is a member of The Sun Conference (TSC), and an Associate member of the Appalachian Athletic Conference (AAC) for men's wrestling, men's volleyball and men's lacrosse. Men's teams compete in baseball, basketball, football, golf, soccer, tennis, wrestling, swimming, indoor track & field, outdoor track & field, cross-country, rugby, bowling, volleyball, lacrosse, and ice hockey; women's teams compete in basketball, bowling, golf, softball, volleyball, beach volleyball, flag football, soccer, swimming, tennis, indoor track & field, outdoor track & field, cross-country, lacrosse, and rugby. The University also has co-ed varsity Competitive Cheer & Dance and varsity eSports. On average, six athletic teams have annually qualified for national tournaments, as well as many individual athletes in their respective sports. Many of the teams have also received NAIA Scholar Team honors where all team roster athletes achieve an average 3.0 overall GPA. In addition, many student-athletes have been recognized as NAIA All-Americans and Academic All-Americans. The success of athletes is a true sign of the University's commitment toward its "student first" mission. St. Thomas University prides itself on

being "Champions of Character" and has annually been sighted as a Five Star Champions of Character Institution by the NAIA.

Mission: Intercollegiate athletics at St. Thomas University is a program built on the rich cultural and international diversity in the Catholic tradition and committed to the academic and professional success of its student athletes stressing the values of integrity, respect, responsibility, sportsmanship, and servant leadership in building Champions of Character and global leaders for life.

Eligibility: Student-athletes will follow all eligibility guidelines that are set forth by the National Association of Intercollegiate Athletics (NAIA), the Sun Conference (TSC), and the Appalachian Athletic Conference (AAC), or a specific sport's governing body, in addition to the University's admissions requirements. Whichever is the more stringent rule will be the guideline to follow. Students with an earned Bachelor's degree (and with remaining eligibility, i.e., seasons of competition and terms of attendance) will be allowed to participate in intercollegiate athletics at any NAIA school provided they have an "Eligible" NAIA Eligibility Center decision, are enrolled in and pursuing a graduate program, professional school or fifth year - post-baccalaureate degree teacher education program. The graduate must be enrolled in a full-time class load as defined by the school at the time of participation, and to maintain eligibility status, the student must successfully complete the full-time class load as defined by the institution.

To participate in athletics, first time graduate student-athletes participating in the NAIA must have passed the equivalent of a full-time undergraduate class load (as defined by the school) each of the last two full-time terms of attendance. Continuing graduate student-athletes must complete a full-time graduate class load (as defined by the school) during the previous full-time term of attendance. Student-athletes in the graduate program must always maintain a minimum 3.00 overall GPA. For specific NAIA rules, and for first time student-athletes participating in the NAIA, and all other interested parties should review the NAIA rules and procedures regarding athletics participation requirements at http://www.playnaia.org/."

INTRAMURALS AND RECREATION

The Fernandez Family Center for Leadership and Wellness' Intramurals and Recreation department offers a variety of activities featuring team and individual/dual competition. These year-round activities include flag football, basketball, volleyball, soccer, billiards, beach volleyball and more. The Intramurals and Recreation programs also offer many special event opportunities designed to meet the needs of the students, faculty, and staff.

The Department has several recreational facilities located on campus for use by faculty, staff, students, and alumni, including the Fernandez Family Center for Leadership and Wellness. The Center includes a full-size gymnasium for volleyball and basketball, athletic department offices, media room, and three classrooms. Additional recreational facilities include the AutoNation Turf Field, Dooner Turf Field, track, a swimming pool, outdoor basketball and tennis courts. Use of all recreational facilities requires a valid STU ID.

Institutional Day Off Policy: Each institution creates a policy to provide each student-athlete with one day off per week from athletic activity, defined by the institution.

St. Thomas University Mission: St. Thomas University is dedicated to placing an emphasis on providing students ongoing social, physical, intellectual, and cultural

development. Students will have the ability to achieve these developmental needs through participation in Intramurals and Recreational Sports activities. Intramurals and Recreational Sports afford students, faculty, and staff the opportunity to work together to strengthen personal development while enhancing academic productivity through the increase of physical fitness, psychological health, wellness, and exercise.

All Intramurals and Recreational Sports programs highlight and reward values such as sportsmanship, leadership, teamwork, and lifelong leisure skills. The goal of Intramurals and Recreational Sports is to be as varied as possible to support the diverse population at St. Thomas University in addition to participation among the local educational institutions.

UNIVERSITY LIBRARY

The Library supports the University and its learning community by providing innovative services and superior access to information. The Library serves as the platform that provides the tools from which our community may explore new ideas, create knowledge, express themselves creatively and develop intellectually into successful leaders capable of making a global impact.

The University Library provides interactive and collaborative space, resources, and support services to foster learning for all members of the University community. The 50,000 square foot building offers a modern wireless learning environment with networked seminar rooms, mobile collaborative seating and digital streaming capabilities for group collaboration, group study rooms, and personal study areas.

The Library houses over thousands of resources with a variety of magazine, journal, and newspaper titles. The building contains two computer labs, an information commons area for collaborated study, and is the center for a virtual library providing access to over 34,000 full-text journals, magazines, and newspapers in digital format and 350,000 e-books.

The Library provides online interlibrary loan and document delivery requests for receiving material from other libraries. For distance students, the University Library provides full-service reference assistance through e-mail or telephone and provides books via the US Mail. Reference and research assistance is available in person at the circulation desk and via telephone and e-mail. In-depth assistance is available by appointment.

The Information Literacy instruction program teaches students how to conduct effective research using both electronic and print resources is also available by appointment for all undergraduate and graduate classes. Einstein Bros Bagels is on the first floor and offers coffee, tea, hot chocolate, and baked goods. The Sardiñas Art Gallery and Archbishop John C. Favalora Archive and Museum are on the second floor.

S.O.C.R.A.T.E.S. Tutoring Center - The **S**tudent **O**riented **C**enter for **R**etention through **T**utoring and **E**ducational **S**ervices is located on the second floor of the University Library within the **Glenn A. Hubert Student Learning Center**, specialized academic services tailored to meet the learning needs of students. Our tutoring center provides assistance for currently enrolled students who need or desire help in a subject matter (courses/subject) in which they are enrolled in.

Tutorial Services for:

- Math and Writing
- And Subject Area Tutoring
- Online tutoring is also available through Brainfuse

Please visit our website at http://www.stu.edu/library for hours and to learn more about the services and collections.

ACADEMIC POLICIES AND REGULATIONS

ACADEMIC CONDUCT

Graduate students at St. Thomas University shall observe the highest standards of academic conduct, ethics and integrity. No student shall engage in any form of fraudulent, deceitful, dishonest or unfair conduct with respect to examinations, papers, presentations, or other academic endeavor. The consequences of this conduct may result in expulsion from the University.

ACADEMIC DISHONESTY

Academic dishonesty is considered to be the representation of another's work as one's own, either directly or through complicity in falsification; cheating; plagiarism; facilitating academic dishonesty; or infringing on academic rights of others. Instructors show responsibility toward the prevention of academic dishonesty by explaining to students what constitutes academic dishonesty within the particular requirements of a course. Academic dishonesty can also occur when the action does not impact grade related work of the student. **Refer to the Academic Code of Conduct** in the Student Handbook for specific examples of academic dishonesty and procedures for resolving the charge of academic dishonesty (http://www.stu.edu/studenthandbook).

ACADEMIC GRIEVANCES

It is assumed that most grievances will be resolved in conversation between student and professor. Grade appeals must be initiated NO **LATER than 30 days** after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-day deadline will be automatically rejected from consideration.

1. The student must discuss the grade and attempt to come to a resolution with the course instructor.
2. The student should present, in writing, a specific appeal to the chairperson of the academic department responsible for the course. In disciplines where there is no chairperson, the Dean will appoint an appropriate faculty member to serve in this capacity. This appeal should include the specific reasons why the grade should be reviewed. The chairperson or Dean's designee will consult with the instructor of the course and any other appropriate parties and render a written decision **within 15 days of receiving** the appeal, not including any days the University is closed according to the academic calendar.
3. The student may appeal the decision of the chairperson or Dean's designee to the appropriate Dean. Such an appeal must be filed in writing no more than 30 days after the departmental decision is rendered. The decision of the Dean is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.

APPEAL OF A COMPREHENSIVE EXAMINATION FAILING GRADE

Appeals must be initiated NO LATER than 45 days after the student receives notice of the falling grade. Requests for an appeal filed after the 45-day deadline will be automatically rejected from consideration.

The student should present in writing a specific appeal to the Dean of the College/School. This appeal should include the specific reasons why the grade should be reviewed. The Dean will consult with the coordinator of the program and any other appropriate parties and render a written decision within 30 days of receiving the appeal.

The decision of the Dean of the College is final and may not be appealed. In colleges where there is no Dean, the Associate Provost will serve in the Dean's absence.

ATTENDANCE POLICY

Attendance is course specific. For regular classroom courses, attendance is defined as engaging in a current course activity, including attending class, turning in an assignment, or engaging in activity with the instructor. In order to be counted as in attendance for an online course, the student must actively respond to a current activity in the course. Logging in, responding to getting to know each other, or submitting previously assigned material is not sufficient to be considered in attendance. St. Thomas University must return unearned Title IV funds within 45 days of a student's last attendance, which is considered the student's unofficial withdrawal date. Any student who stops attending a compressed course who is not also registered for and attending another course or who does not confirm that they plan on attending another modular/compressed or regular course within 45 days, will be considered withdrawn.

AUDIT POLICY

Students must register for all courses which they attend. Students may audit a course only with the instructor's approval. Audited courses appear on the student's transcript but the student does not receive a grade nor academic credit. Audited courses are not financial aid eligible. The fee to audit a course is the equivalent of one credit.

CHANGE OF DEGREE PROGRAM

A student is accepted into a specific degree program within the Graduate School. Students may elect to change their program and/or specialization at any time but will be processed at the end of every semester/term. Any change of program and/or specialization must be requested through the incoming program advisor and an online change of program and/or specialization form must be submitted to the Student Success Center for final approval and processing. Change of program is limited to the same program level. No more than twelve (12) credits may be transferred from one program St. Thomas University graduate program to another program, regardless of similarity of individual course content. Additional limitations may exist.

COMPREHENSIVE EXAMINATIONS

St. Thomas University graduate programs may require the student to pass a written examination in their field of specialization. Each program has a policy as to the minimum requirements that must be met in order to be eligible to take the Comprehensive Examination in that program. **These criteria are available through the Office of the Chairperson of the appropriate College for that program**. No student will be permitted to sit for the Comprehensive Examination without written authorization. No student on academic probation is eligible to take the Comprehensive Examination. Eligible students must complete an application and submit it no later than the scheduled deadlines. Applications are available in the office of the **appropriate Chairperson of the College for that program**.

Comprehensive Examinations must be taken no later than one year after completion of coursework. "Coursework" does not include field experience, thesis, and similar credits. In the event of failure, and not more than one year after failure, one re-examination may be permitted, but not within the same semester. Extra coursework and/or remedial steps may be required before the student is allowed to take the Comprehensive Examination a second time.

CONFIDENTIALITY OF RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records.

1. The right to inspect and review the student's educational records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's educational records that the student believes are inaccurate or misleading. Students may ask the University to amend a record they believe is inaccurate or misleading. Written requests should be made to the University official responsible for the record, clearly identifying the part of the record to be amended and specifying why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. A third party can be given information about a student's records only with the written consent of the student. Exceptions to this policy can include: (a) parents and legal guardians of students who are dependent as defined by the Internal Revenue Service, upon presentation of proof of that IRS status; (b) courts presenting a court order or subpoena for disclosure; (c) agencies needing information regarding students on F-1 or J-1 visas; (d) the U.S. Department of Education; (e) school officials with legitimate educational interests. A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. At St. Thomas University, directory information (that information which is freely given to those requesting it) is limited to name, dates of attendance/enrollment, and degrees/certificates earned, if any.
4. The right to file a complaint with the US Department of Education concerning alleged failures by St. Thomas University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC, 20202-4605

COURSE CANCELLATION POLICY
St. Thomas University cancels courses for which there are insufficient enrollments. In general, courses with less than 10 students are subject to cancellation. When courses are cancelled, the **Office of the Registrar** will provide a list of names, telephone numbers, and addresses of the students to the appropriate Dean or Dean's designee who will attempt to notify students. Students are advised to contact their academic advisor to find a suitable replacement for the cancelled course. All fees related to the cancelled course are refunded if the student is unable to find a suitable replacement.

CREDIT HOUR POLICY
St. Thomas University recognizes the "credit hour" as the basic unit for measuring and awarding college credit and ensures the total amount of engaged learning for each course is adequate and approximates more than the minimum amount of student work in accordance with commonly accepted practices in higher education and meets the expectation of equivalency. Course credits are awarded for academic work resulting from student engagement in traditional classroom settings, laboratories, studios, internships, alternative credits, and distance education. All courses that share the same course codes also share the following commonalities: learning outcomes, course content, appropriate assessments, and instructors with appropriate academic credentials.

St. Thomas University defines credit hours for all courses in terms of the minimum amount of engaged learning time expected of a typical student in a course. Credit hours of academic work represent the satisfactory completion of the learning outcomes for each course as verified through the assessment of those outcomes by the instructor appropriately credentialed to teach that course.

EXCEPTIONS TO ACADEMIC POLICIES
No exceptions to policies are made except in writing. Only the Provost/Chief Academic Officer or his/her designee can grant exceptions. Additional University policies may be found in the St. Thomas University Handbook. Students may obtain a copy from the Student Services Office (http://www.stu.edu/studenthandbook).

EXCESSIVE WITHDRAWALS
Graduate students who receive more than a total of four Unauthorized Withdrawal (UW) and/or Withdrawal (W) grades combined during their tenure in the graduate program with St. Thomas University will be placed on probation for two semesters. If they do not receive any further "UW" or "W" grades during this period, obtain at least a grade of ``B'' or better and meet other standard academic requirements, they will be removed from probation at the end of the second probationary semester.

FULL-TIME GRADUATE STUDENT
No student is allowed to register later than the last day of to add courses, as per the Academic Calendar, without permission from the appropriate Dean or Dean's Designee. The normal load for a full-time graduate student is nine (9) credit hours per term. Six (6) credit hours constitute the minimum full-time load per term. Three (3) credit hours constitute a one-half time load. International students must be enrolled for a minimum of six (6) credit hours each term.

A student may be permitted to register for up to 15 credit hours during the Fall, Spring or Summer semesters provided no classes overlap their scheduled meeting dates and times. A student may not register for more than 12 credit hours during any shortened term (i.e. Spring 1, Spring 2, Summer 1, Summer2, Fall 1, or Fall 2). To register for 18 credit hours during any semester, the student must obtain the written permission of the appropriate Dean or Dean's designee and the permission of the.

Students in online programs may register for up to 15 credits per term.

GRADES AND GRADE POINTS

The grade points are used: A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; F=0.00. The following terms are used: A=Superior; B=With Merit; C=Satisfactory; D=Passing; and F=Failure. Other grade indicators are: AD=Administrative Drop (permanent grade for non-payment, no credit or grade points, used in the calculation of GPA); AU=Audit (no credit or grade points); AW=Administrative Withdrawal (permanent grade, no credit or grade points, not used in calculation of GPA); CP=Course in Progress (temporary grade for internship courses); I=Incomplete; NG=No Grade Submitted (temporary grade); NP=No Pass (unsatisfactory, for pass/no pass courses); P=(credit earned, for pass/no pass courses); UW=Unofficial Withdrawal (no credit or grade points, not used in calculation of GPA, can only be given if the student never attended the course); W=Official Withdrawal (no credit or grade points**). Grade point average does not change or reset because a student changes a degree program.**

GRADE APPEALS

A student who wishes to appeal a course grade must follow the procedure outlined below. Appeals must be initiated NO **LATER than 30 days** after the end of the semester or term in which the grade was received. Requests for an appeal filed after the 30-day deadline will be automatically rejected from consideration.

1. The student must discuss the grade with the course instructor and attempt to resolve any differences.
2. The student should present, in writing, a specific appeal to the chairperson of the academic department responsible for the course. In disciplines where there is no chairperson, the appeal should be made to the Dean or the Dean's designee. This appeal should include the specific reasons why the grade should be reviewed. The chairperson or Dean's designee will consult with the instructor of the course and any other appropriate parties and render a written decision **within 15 days** of receiving the appeal, not including any days the University is closed according to the Academic Calendar.
3. The student may appeal the decision of the chairperson or Dean's designee to the appropriate Dean. Such an appeal must be filed in writing no more than 30 days after the departmental decision is rendered. The decision of the Dean is final and may not be appealed. In colleges/schools where there is no Dean, the Associate Provost will serve in the Dean's absence.
4. Grades are considered permanent at the end of each term. A grade assigned for work in a course is not subject to change except in the case of a specific error, which may be corrected upon petition by the student to the instructor of the course and approval of the Dean of the College/School. A grade may be changed by the instructor no later than one year from the completion of the course. A grade cannot be changed after the student's degree has been posted.

The following are general graduation requirements for the Graduate degrees:

1. Attendance at St. Thomas University for at least one academic year.
2. Successful completion of all academic and functional degree requirements including submission of all required documentation.
3. Payment of all required tuition and fees.
4. Maintain a final cumulative 3.0 (B) grade point average.

Specific programs may have other requirements. Students should consult with their advisors to review program requirements. Each candidate must pass a written comprehensive examination if required by the degree program in order to graduate.

GRADUATE GRADE REPLACEMENT. Any graduate student who receives a grade of C+, C, C-, D+, D, D- or F in a graduate course may retake the course once for grade replacement. Students may apply for grade replacement for no more than two courses and these two courses may not exceed a maximum 10 credit hours. Students re-taking a course must submit the appropriate form online prior to the time of registration and must apply for grade replacement and retake the course prior to graduation. Only the most recent grade will be used in calculating the Grade Point Average (GPA). Grade replacement cannot be done once the degree has posted. This policy applies to St. Thomas University courses only.

HONORS. Graduation Honors are calculated based on grade point average for St. Thomas University coursework. Students who have earned at the program/major level a minimum of 18 institutional credits with a GPA of 3.80 will receive Honors Distinction.

INCOMPLETE

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the midpoint of the following semester as posted in the academic calendar (*fall incompletes completed by the midpoint of the spring semester, spring incompletes by the midpoint of the fall semester, summer incompletes by the midpoint of the Fall semester*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

INDEPENDENT STUDY

An independent study can only be taken by a graduate student who has received the cooperation of a full-time instructional faculty member and the approval of the appropriate academic dean. Only one independent study course will be accepted in a graduate student's program of study. Exceptions require written approval from the appropriate Academic Dean. Students must file the appropriate form with the Student Success Center at the time of registration.

INTERNSHIPS

Most Internships and Field Experience courses are graded on a Pass/Fail basis. A Pass grade will not be included in the computation of the Grade Point Average (GPA), but a Fail grade will be included in the computation. Graduate students must have a 3.0 GPA to participate in the internship.

LEAVE OF ABSENCE

Students who must interrupt their studies for sufficient reason, such as sustained ill health or military service, may be granted a leave of absence for a stated period, usually not to exceed one year. Students should apply in writing to the Dean of the College/School, stating the specific reason for requiring leave. The Dean of the College/School will respond in writing, either granting or denying the leave. This decision is final.

The period of leave of absence is not counted as part of the time allowed for the completion of degree requirements. Students who are not granted a leave of absence in writing by the Dean of the College/School will be deemed to have withdrawn after two semesters of absence.

MULTIPLE MASTER'S DEGREES
A student desiring to pursue an additional Master's degree at St. Thomas University must make an application for such additional Master's degree. The application will be evaluated on the same basis and according to the same standards and policies for new applicants. No more than twelve (12) credits may be transferred forward from one St. Thomas University Master's degree to another. In general, students may not pursue a second degree that shares more than nine credits of required course work with their first degree. Additional limitations also exist.

ONLINE/WEB ENHANCED COURSES
Any course may be web enhanced requiring the student to have access to the internet. A course that is delivered online/blended will be specified in the course schedule.

PARTICIPATION IN COMMENCEMENT
St. Thomas University considers commencement to be an academic event, and it is only available to students who have met all requirements for graduation by the date of commencement. A student is only able to participate in commencement if they are in good standing with the university and have fulfilled both their academic requirements as well as their financial obligations. Students are only able to participate in the specific commencement as it relates to their completion of all graduation requirements. For students that complete requirements in August and December, they will participate in the December commencement. For students that complete graduation requirements in May, they will participate in the May commencement. Participation in commencement does not constitute graduation.

PROBATION SUSPENSION AND TERMINATION

1. Probational status will be imposed for failure to maintain a 3.0 cumulative grade point average (GPA) and may be imposed for other reasons.
2. The Dean and Program Coordinator may impose various restrictions during a student's probationary period. These restrictions include but are not limited to requirements to take specific course(s), which may involve remedial courses not counted toward the student's degree; limitation of the maximum number of credits per semester; reduction or elimination of various types of financial aid; remedial work in addition to coursework; and exclusion from certain courses, such as internships.
3. In general, probation is limited to one semester or term of study.
4. During the course of a student's enrollment, excluding probational admission, a student may be placed on probation one time. Subsequent events that would otherwise result in the imposition of probation, such as failing to maintain a 3.0 cumulative GPA for a second time, may instead result in immediate termination from St. Thomas University.
5. A student receiving Veterans Administration educational benefits who has not maintained satisfactory progress (cumulative GPA of 3.00 GPA or better) at the end of any Fall or Spring Semester will be placed on academic probation. If the student has not been removed from academic probation by the end of two semesters subsequent to this posting of probation, the student's VA educational benefits will be terminated for unsatisfactory progress. The VA student may petition St. Thomas University to re-certify him/her for educational benefits after one semester has elapsed. St. Thomas University will re-certify the student only if there is a reasonable likelihood that the student will be able to attain and maintain satisfactory progress for the remainder of his/her academic career.
6. STU Online students in accelerated tracts may be terminated from the program by the appropriate dean without a probationary period if the students are statistically unable to obtain a 3.0 by the time of graduation.

7. A policy is in place, "Academic Suspension Notification & Appeal Process" which clarifies the time-line in which students are notified of a suspension and describes the appeal process, the appeal form, and the time-line in which the decision is relayed to the student.

READMISSIONS See admissions policy

RECENCY OF CREDITS
Graduate credits taken within (7) years are accepted toward degree requirements with the approval of the graduate advisor. No Graduate credits older than seven (7) years may be applied toward degree requirements. Exceptions to this policy may be made by the Dean of the School or College in consultation with the Office of Records and Registration.

All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.

Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:

1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

REGISTRATION
Registration represents both a financial and an academic commitment. The obligations which a student incurs by registration, remain unless the University cancels the course, or the student officially withdraws from the course. Auto registration does not apply to Veteran Administration students.

Although the faculty advisor and professional advisors will help the student choose appropriate courses, the students are responsible for fulfilling all requirements. Degrees and/or certificates will be awarded only if all requirements are met.

After registration, all changes of schedule must follow the formal procedure established by the University. This includes completion of a Registration-Add form and/or Drop form and submission of the appropriate forms to Student Success Center. The change becomes effective on the date the forms are received or processed by the Student Success Center. Unless the official change of schedule procedure is followed, a student is officially responsible for those courses listed on the Registration-Add form and receives a grade for each of those courses. Discontinuing class attendance does not constitute official withdrawal, just as attending class does not in itself constitute official registration. **Students must be registered to formally attend courses.**

Students will be permitted to register only after they have received an official letter of acceptance to graduate study. All students, whether registered in a previous year or not, whether continuing in a course of study or significant project are required to register at the beginning of each semester/term.

REQUIREMENTS FOR GRADUATION. St. Thomas University awards degrees three times per year: the end of the Fall Semester (Commencement Day-December), Spring Semester (Commencement Day - May), and Summer Semester (August). Verification of graduation and subsequent posting of degrees to transcripts may take up to 60 days after the official graduation date. Students must meet all degree requirements. Check with your Faculty Advisor for more information.

TRANSCRIPTS

1. All students who attended St. Thomas University are required to submit their **transcript request online at** www.studentclearinghouse.org

(login required). Students who do not know their login ID and/or PIN should **go to** www.studentclearinghouse.org to obtain the login ID and PIN.

2. Transcript requests from anyone other than the student will not be honored.
3. Official transcripts are sent regular first-class mail or electronic submission. The processing time is and will normally be within 5 – 10 working days turnaround time. However, at the end/beginning of the Fall, Spring and the Summer semesters, a period of up to fifteen (15) working days may be required.
4. Outstanding obligation to the University (past due student account balance and/or Perkins loans) is sufficient cause to prohibit registration and the release of transcripts and/or diplomas.
5. The University reserves the right to assign past due accounts to a collection agency.

All transcripts from other institutions other materials submitted to St. Thomas University become the sole property of the University and cannot be returned to the student. St. Thomas University does not provide transcripts from other colleges, universities, or high schools, or transcripts of standardized tests. Transcripts of records from other institutions must be obtained from those other institutions.

TRANSFER CREDIT

Transfer credit is not automatic. Graduate work completed at another accredited school prior to enrollment at St. Thomas University may be accepted as transfer credit if the course work parallels courses offered in the student's graduate program at St. Thomas. Coursework completed at colleges or universities with recognized institutional accreditation colleges or universities or colleges or universities with accreditation equivalent to regional accreditation will be accepted, when applicable, on a course-by-course basis. Coursework completed at colleges or universities which are accredited by organizations recognized by the Council for Higher Education Accreditation (CHEA) or US DOE will be accepted. **Student who transfers from a quarter hour credits school, the student is responsible for the remaining credits.**

In General:

1. Students may transfer a maximum of twelve (12) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited colleges and Universities within the United States. International credit transfer requests must be approved by the Program Coordinator and the appropriate Dean.
3. It is the responsibility of the student to provide official copy(s) of transcript(s) and both a catalog course description and course syllabus of the work intended to be transferred to be eligible to receive transfer credit.
4. Acceptable course work will be transferred only if it is "equivalent" to a St. Thomas course allowed in the student's degree program. Students may not

take an "equivalent" course at St. Thomas and also receive transfer credit for the same course.

5. Transfer credit for coursework will be accepted only for courses completed prior to the student's enrollment in the St. Thomas University Graduate Program.
6. Graduate transfer credits may not have been course work, which was part of the work used to complete the student's undergraduate degree.
7. Transfer credit must be completed during the first semester/term of the graduate student's fully accepted enrollment in a St. Thomas Graduate Program.
8. Credits for courses transferred will not be included in the calculation of the Grade Point Average at St. Thomas University.
9. Only grades of B or higher may be applied as transferred credit.

A student requesting transfer credit must file a written request with the required documentation to the Program Coordinator during the first semester of enrollment. Verification of all documents is the responsibility of the appropriate Program Coordinator. No requests for transfer of credit will be honored after the first semester of graduate study.

WITHDRAWAL FROM THE UNIVERSITY

Notice of withdrawal from the University for any reason whatsoever is NOT official until the student has obtained a signed withdrawal from the appropriate Program Coordinator and the Student Success Center. The withdrawal becomes effective on the date it is received by the Student Success Center, NOT the date on which the student discontinues class attendance.

Any student who does not register for two consecutive semesters/reporting terms or 365 days will be considered withdrawn from the University. Once a student has withdrawn, the student may not resume studies until he/she is formally readmitted to the University. To initiate the readmission process, the student must complete and submit a new application form, a non-refundable fee, and new letters of recommendation to the Office of Graduate Admissions. Graduation requirements at the time of readmission may be different, as degree programs are enhanced. Students, when readmitted, will be admitted under the current catalog year.

Students in online programs follow the same process but must send the appropriate form to student services as indicated by the withdrawal form.
See *Leave of Absence Policy* for students who must interrupt their studies due to exceptional circumstances.

COURSE LEVELS Courses at St. Thomas University are numbered at the following levels: Master's (500-700), Doctoral (800-900).

ST. THOMAS UNIVERSITY NETWORK ACCEPTABLE USE POLICY.

Students may use school technology for scholarly purposes and official University business. They may also use it for personal purposes as long as the purpose:

- Does not violate any law or University policy
- Does not involve significant use of University resources or direct costs
- Does not result in commercial gain or private profit

Students may not share passwords or accounts and must report any unauthorized use of their accounts to stuhelpdesk@stu.edu. Students are responsible for actions that occur from their account. Students must not attempt to circumvent system security, guess others' passwords, or in any manner gain unauthorized access to school technology.

With the exception of the fair use doctrine, transferring copyrighted materials through the school's network without express consent of the owner is illegal. Violations may also result in disciplinary action. Students may not use school technology to harass, offend, or annoy.

Technology for Students

St. Thomas is committed to leveraging technology to support its mission. Students are encouraged to take advantage of the following systems and services.

- The website www.stu.edu for general information about the University
- The website mybobcat.stu.edu for class registration, grades, payments, and other functions.
- Hundreds of computers in classrooms and labs, and available to borrow in the main library. Microsoft Office and many other software titles are installed.
- Free, wireless Internet for students at STU_SECURE and for guest at STU_GUEST
- Cloud-based collaboration tools built in to the .edu email account.
- Free download for personal use of most Microsoft products at portal.office.com
- Four ways to get technical support:
    - Browse to servicedesk.stu.edu
    - Call (305) 628-6610
    - Email stuhelpdesk@stu.edu
    - Visit the IT Help Desk

BISCAYNE COLLEGE

"A Leader Is an Individual with a Dream And the Will to Make It Real"

Colin Roche, PhD
Dean, Biscayne College

Colin Roche, PhD, MBA, CEC, CCE, FMP, CHE
Dean, Biscayne College for the Liberal Arts and Social Sciences

Academic Credentials: Ph.D., Higher Education Leadership, Florida Atlantic University; MBA, Hospitality Specialization, MS, Instructional Design and Technology, BS, Hospitality Administration, Lynn University; AAS, Hotel & Restaurant Management, Southern Maine Community College; AS, Culinary Arts, Newbury College.

Faculty: Francis Altomare, PhD., Raymond Baker, PhD., Troup Brandi, MA, Tami Beaty, Ed.D., Melisssa Beneche, MFA, Patricia Bloodworth, Ed.D., Fr. Alfred Cioffi, PhD., Vernon Czelusniak, PhD., Jaime Franco, PhD., Scott Gale, PhD., Scott E. Gillig, PhD., Debbie J. Goodman, Ed.D., Jodi L. Grace, PhD., Tonia Jackson, PhD., Abolrahim (Abdy) Javadzadeh, PhD., Kennedy Maranga, PhD., Fr. Hilary Nwainya, PhD., Katrina Pann, PhD., Tiffany Paschal, Ed.D., Zoraida Pastor, MFA, Jose Pombo, PhD., Fr. Greg Rozborski, PhD., Heidi Schmidt, PhD., Timothy Stafford, PhD., PhD., Yasdanee Valdes, Ed.D., Katie Vidueira PhD, Kelly Wolfe, MFA.

Mission: The Mission of Biscayne College is to empower students as future leaders and career professionals who will make a difference in life. Through teaching, scholarship, and service in the Liberal Arts and Social Sciences, the College cultivates in its students the knowledge to advance human values, including peace, justice, and spirituality.

Biscayne College is committed to a rigorous liberal arts and professional education. It provides individualized attention to the nurturing of students and gives them the tools, academic record, and confidence to succeed in graduate school or law school. The College offers students practical leadership training through participation in

interdisciplinary and international programs. The small classes emphasize face-to-face instruction and small-group social interaction.

Biscayne College offers bachelor's degrees in Catholic Education, Communications & Media Studies, Criminal Justice, Education, English, Ethical Leadership, Organizational Leadership, Political Science, Psychology, and Theology; and Master's Degrees in Criminology, Elementary Education, Educational Leadership, Educational Specialist, Instructional Design and Technology, Ethical Leadership, I/O Psychology, Theology, as well as joint degree programs which include BA/MA and JD/MA. Doctoral Degrees include Ethical Leadership, Education Leadership, and Theology, along with several minors and certificate programs.

DEPARTMENT OF SOCIAL SCIENCES

MASTER OF ARTS (MA) IN CRIMINOLOGY
[Delivery Locations: Main Campus and Online]

Program Director: Abdy Javadzadeh, PhD
Academic Credentials: PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)
Contact Information: Phone: (305) 628-6716; Email: ajavadzadeh@stu.edu
Program Advisor(s): Dr. Abdy Javadzadeh

Program Description: The 36-credit MA in Criminology is designed to broaden the perspective of those already employed as criminal justice professionals, as well as to provide the needed academic knowledge and practical skills for those seeking to advance into higher-level career positions within the field of criminology and criminal justice. The degree prepares graduates to work in areas of academic research, field research, field positions, management, administration, policy making, justice program assessment, and programs designed to assist criminal offenders, support victims of crime, reduce crime, and ameliorate its negative consequences at the federal, state, and local levels. Courses taken sequentially, as a cohort, the program for both on-ground and online will take 12 months to complete. Students have the option of enrolling in on-ground or online programs, and once enrolled in either program, no changes can be made.

The program's curriculum is unique from similar programs at other institutions in five ways:

1. The program explores especially more contemporary and sophisticated forms of crime, such as collective embezzlement, cybercrime, identity theft, fiduciary fraud, and Ponzi schemes, their unique differences from traditional forms of criminality, socio-economic correlates, modus operandi, typically targeted victims, investigatory and legal challenges, and strategies for their control nationally and internationally.
2. The program develops the skills needed to assess criminal justice policies, treatment and rehabilitation programs, and various administrative issues and their potential solutions.
3. The program provides the opportunity to engage a comparative international perspective in coming to understand, explain, predict, and control crime, as well as produce creative, effective, and efficient use of resources in administering a criminal justice system.
4. The program articulates an interdisciplinary approach in curriculum design and instructional methods. Experts from political science, economics,

sociology, law, psychology, and counseling helped design the curriculum and will serve as instructors.

5. The program can be completed within one year. Completion of the program is possible within one year once all courses offered in Fall, Spring, and Summer are taken consecutively.
6. This degree program offers an online alternative for remote learning. For the online program, consistent with the on-ground program, students can take 2 courses (6 credits) per short eight-week semester, therefore finishing the program in 1 year.

SPECIFIC ADMISSION REQUIREMENTS FOR THE MA IN CRIMINOLOGY: In addition to these general admission requirements, an applicant to this program must participate in a personal interview with the Director of the program. *Application for admissions materials is available from the Graduate Admissions Office.*

COURSE REQUIREMENTS 36 credits

Required Core Courses

CJA	630	Juvenile Crime and Justice
CJA	650	Advanced Criminology
CJA	651	Quantitative Research Methods in Criminology and Criminal Justice
CJA	652	Qualitative Research Methods in Criminology and Criminal Justice
CJA	660	Advanced Criminological Theory
CJA	766	Legal Aspects for Criminal Justice Administration
CJA	775	International and Comparative Criminal Law and Justice Systems
CJA	776	Professionalism, Ethics, and Criminal Justice: A Capstone Course
CJA	710	Globalization and Terrorism
CJA	712	Economics of Crime
CJA	780	Problems and Issues in Criminal Justice
CJA	715	Cybercrime and Its Control

Program Student Learning Outcomes: Graduates of the MA in Criminology will be able to:

1. Discuss the nature and extent of crime and criminal behavior on a national as well as a comparative and international level.
2. Identify, explain, and assess various methods of crime prevention, including international efforts.
3. Apply various crime theories in explaining crime.
4. Use various etiological theories of crime to create practical programs for preventing or controlling crime and its negative consequences; and
5. Undertake original empirical research regarding various forms of crime and criminality, their correlations, and consequences.

Program Learning Outcomes Assessment:

1. Outcomes 1-4 are to be assessed in CJA 776 Professionalism, Ethics, and Criminal Justice.
2. Outcome 5 is to be assessed in CJA 651 Quantitative Research Methods in Criminology and Criminal Justice and CJA 652 Qualitative Research Methods in Criminology and Criminal Justice.

Graduation Requirements: Candidates for the MA in Criminology must:

1. Maintain a minimum overall GPA of 3.0 in all required coursework; and
2. Complete CJA 776 Professionalism, Ethics, and Criminal Justice: A Capstone Course with a B or better.

Joint BA/MA Expedited Degree in Criminology
[Delivery Locations: Main Campus]

Program Director: Abdy Javadzadeh, PhD
Academic Credentials: PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)
Contact Information: Phone: (305) 628-6716; Email: ajavadzadeh@stu.edu
Program Advisor(s): Dr. Abdy Javadzadeh

Description: Superior performing undergraduate criminal justice majors have the opportunity to participate in a fast-track joint BA/MA Express Degree Program in Criminology, earning both their Bachelor's and Master's Degrees in Criminology in less than five years. Eligible students would complete all core and major requirements, as well as most elective course requirements, for their BA in Criminal Justice within their first 108 credits, leaving 12 credits, all of which are elective.

During the fourth year of study, students would matriculate into the MA in Criminology Program at St. Thomas. They would then take four graduate courses each semester and the summer term to complete requirements for the MA in Criminology. Students must maintain a 3.0 GPA or higher in each semester of the undergraduate program. Additional information on this program and its specific admission requirements is available in the current undergraduate catalog.

GENERAL ADMISSION REQUIREMENTS: Applicants for the program must provide:

1. A completed and signed Application for Admission.
2. A non-refundable application fee of $40 (US currency). The application fee is waived for alumni of St. Thomas University.
3. Official college and/or university transcripts from the institution where the bachelor's degree was conferred. To utilize VA benefits, veterans are required to submit transcripts from each institution attended.
4. Two letters of recommendation or completed recommendation forms for non-STU students. (Letters of recommendation forms can be obtained online at www.stu.edu or from the Office of Admissions)
5. A personal statement describing one's goals in pursuing an MA in Criminology.
6. All graduate applicants who have an undergraduate GPA of less than 3.0. will be required to take a writing skills course in addition to the 36 credits needed for the MA in Criminology.
7. All foreign applicants must demonstrate proficiency in the English language. The standard testing generally used by St. Thomas University for this purpose will apply.
8. An interview with the director of the program for non-STU students and non-criminal justice/criminology majors.

Joint JD/MA Degree in Criminology
[Delivery Locations: Main Campus]

Program Director: Abdy Javadzadeh, PhD
Academic Credentials: PhD, Comparative Sociology (Florida International University), MA, Sociology, BA, Sociology (Florida Atlantic University)
Contact Information: Phone: (305) 628-6716; Email: AJavadzadeh@STU.EDU

Program Description: This joint degree program allows students to earn their Juris Doctor and, at the same time, a Master of Arts in Criminology (MAC). This special academic program combines acquiring the legal knowledge and procedural skills needed for the practice of law, and especially criminal law, with the theoretical, research-based scientific teachings that explain the behavior of criminals as well as those who work in the criminal justice system, including the police, judges, prosecutors, defense attorneys, and correctional officers. Successful students in this joint degree program will not only be able to identify the elements of various crimes and the workings of the common law tradition of our justice system, but they will be able to address crucial extra-legal factors that influence our legal system, and which constitute important considerations whether litigating, negotiating, drafting documents, advising, or counseling clients.

Law is inevitably filtered through a culture that is embodied in a society composed of diverse populations, living in an environment that exposes each individual member to norms, values, beliefs, bio-physical conditions, and attitudes that shape the law, give it meaning, stability, and at times encourage it to change. The academics of this Joint JD/MAC program are guided by this reality. Twelve (12) credits from the student's law program courses will transfer to the MA in Criminology. LAW 620 Criminal Law (3 credits) will replace CJA 650 Advanced Criminology (3 credits); 2) Law 808 Criminal Procedure I (3 credits) will replace CJA 766 Legal Aspects for Criminal Justice Administration (3 credits); 3) LAW 850 Professional Responsibility (3 credits) will replace CJA 776 Professionalism, Ethics and Criminal Justice (3 credits) and 4) LAW 705 Advanced Legal Research and Writing will replace CJA 652 Qualitative Research Methods in Criminal Justice (3 credits), All courses and substitutes involve 3 credit classes. Correspondingly, students may apply up to 12 credits of their Master of Art degree courses to their JD degree where they will use those courses as substitutes for any 12 credits of law electives.

The total number of credits required for the Joint JD/MAC program is 102; this includes 78 (purely JD credits) from the law school courses plus 24 purely MA credits of coursework. The credit allowances accepted by each program bring the actual total to 126 (90 JD plus 36 MA). The program is designed to allow students to complete the two degrees within the same three-year period traditionally allotted for earning only the Juris Doctor.

Admission Requirements: To be eligible for this joint JD/MAC program, students must meet all of the requirements for admission into St. Thomas University's School of Law as described in the Law School Catalog. In addition, they must meet all of the admission requirements of the MAC Program as outlined in St. Thomas University's Graduate Catalog.

Generally, students can only apply to enter the program upon completion of at least two full time semesters in the Juris Doctorate program (having satisfactorily completed at least 24 credit hours). No credits can be given in the JD program for any MA classes that were taken prior to matriculation into the JD program. If a student started the MA program and then applied and was accepted to the JD program, the student would suspend taking any additional MA classes until he/she has taken and successfully passed at least 24 JD credits.

COURSE REQUIREMENTS **102 credits**

Required Core Courses **24 credits**

LAW	620	Criminal Law
LAW	808	Criminal Procedure
LAW	850	Professional Responsibility
LAW	705	Advanced Legal Research and Writing
CJA	651	Quantitative Research Methods [or CJA 652 Qualitative Research Methods]
CJA	660	Advanced Criminological Theory
CJA	775	Comparative International Criminal Justice Systems
CJA	776	Professionalism, Ethics, and Criminal Justice
CJA	710	Globalization and Terrorism
CJA	712	Economics of Crime
CJA	780	Problems and Issues in Criminal Justice
CJA	715	Cybercrime and its Control

Additional Law School Courses **66 credits**

Program Student Learning Outcomes: The successful Joint JD/MAC program graduate will be able to demonstrate the following learning outcomes:

1. The ability to not only litigate, negotiate, advise, counsel, and draft documents as required of any lawyer, but to do so while bringing to bear the interdisciplinary teachings of sociology, criminology, and psychology.
2. The ability to undertake as well as to assess original scientific research and its value to the justice system with respect to significant contemporary legal issues such as abortion, capital punishment, decriminalization of drugs, the rape of the environment, firearms ownership, prosecutorial waivers of juveniles, rights of illegal immigrants and the like.
3. The ability to network and provide meaningful leadership opportunities for both community and student learning benefits.
4. The ability to offer a unique set of skills, competencies, and workplace abilities that complement the concrete dimensions of legal studies with the more theoretically based teachings of the social sciences.

Program Learning Outcomes Assessment: Program Learning Outcomes will be assessed in LAW 850 Professional Responsibility as well as by the Florida Bar Association passage rate of those undertaking the Joint JD/MAC Program.

Graduation Requirements: Students must maintain a minimum of a 2.0 in their JD program and a 3.0 in the MAC program to qualify for graduation in the Joint JD/MAC program. In addition, they must meet all of the requirements for graduation as outlined in the St. Thomas University School of Law Catalog and as outlined in the St. Thomas University Graduate School Catalog. They will receive two separate diplomas, one acknowledging their successful completion of the Juris Doctor and a second acknowledging successful completion of the Master of Arts in Criminology.

Awarding of Degrees: The Juris Doctor will be awarded to the student upon the successful completion of all courses required for the degree, and where the student otherwise meets all graduation requirements pertaining to the JD degree as outlined in the St. Thomas University School of Law Catalog. Juris Doctorate students are only allocated credits from the master's program classes if they complete all requirements of the joint degree program. If a student starts the joint degree program but does not complete it, then he/she would have to take 90 credits of JD classes.
The MAC degree will be awarded to the student upon the successful completion of all courses required for the degree, and where the student otherwise meets all

graduation requirements pertaining to the MAC degree as outlined in the St. Thomas University Graduate Catalog.

Probation and Suspension: Students who do not maintain the minimum academic requirements for the JD will be placed on probation or suspended from the program as outlined in the St. Thomas University School of Law Catalog. Students who do not meet the minimum academic requirements for the MAC will be placed on probation or suspended from the program as outlined in the St. Thomas University Graduate School Catalog. A student may be placed on probation or suspended from either program and still maintain matriculation in the other program. Correspondingly, students may opt to maintain matriculation in either the JD or the MAC program, provided they are in good academic standing in that program, and may drop out of the other program at any time, irrespective of their academic standing in that other program. Written notice of this intention must be provided to the Dean or the appropriate administrator.

Time Limit: All requirements for the MAC must be completed within five years of first enrolling in the program. Time limits governing the completion of the JD Degree are consistent with those outlined in the St. Thomas University School of Law Catalog.

Tuition: Students in the Joint JD/MAC program will be responsible for all fees and tuition for coursework leading to the JD as described in the St. Thomas University School of Law Catalog. For coursework leading to the MAC, students will be responsible for all fees and tuition as outlined in the St. Thomas University Graduate School Catalog. Each school charges its own tuition. So, the student is responsible for the cost of the courses he/she is taking in any semester, based on the credit hours earned in each program.

Financial Aid: Various forms of financial aid may be available to students enrolling in the Joint JD/MAC Program. Information on financial aid may be obtained from the University Financial Aid Office and the STU School of Law.

Advisement: A student admitted to the Joint JD/MAC degree program is assigned to a faculty advisor from among the full-time criminal justice/criminology faculty members. That faculty adviser will provide guidance on the initial selection of program courses specific to the MAC program. He or she will also be responsible for addressing issues that may arise with respect to the MAC program. In addition, the student in the Joint JD/MAC program will also have a faculty advisor for the JD program as outlined in the St. Thomas University School of Law Catalog.

DEPARTMENT OF LEADERSHIP AND EDUCATION

"Leadership Is Learned"

The Education and Leadership Departments offer undergraduate, graduate, doctoral, and certification courses in leadership, education, and communication. The curricula emphasize core leadership competencies, social justice, pertinent technology, and provide local and global perspectives within the context of St. Thomas University's mission.

Our faculty are committed to the conviction that leadership can be learned. While leadership is present in all organizations, the faculty believes that individuals in education and public service have unique leadership roles that extend beyond their immediate organizations and into the larger, local, and global community. Our graduates are prepared to be leaders for the 21st century and beyond.

Transfer of Credits to the Ed.D. and Ph.D. program policy:

1. In order to transfer credits into the Ed.D or Ph.D., an applicant must have either a second master's or other advanced credentials and petition the program director to review the transcripts above the earned master's degree utilized in the admissions application to the Ed.D program.
2. Students can transfer up to a maximum of 4 courses (12 credits) on an accredited transcript over the Master's, for which they received acceptance into the Ed.D or Ph.D program. If a student has another master's or advanced credentials from a regionally accredited institution, then a review can be requested to transfer up to a maximum of 4 courses (12 credits) into the program. Transfer courses will only be accepted from regionally accredited institutions. The applicant must request the transfer of these additional courses from official transcripts as part of the application process. A student who transfers from a quarter-hour credits school; the student is responsible for the remaining credits. Only official transcripts of all prior graduate and undergraduate academic work will be accepted.

GRADUATE EDUCATION PROGRAMS

Program Description: The Education Department at our university offers advanced degrees tailored explicitly for educators and aspiring educational leaders. Our graduate offerings include:

1. **Master of Science (M.S.) in Elementary Education** - This program prepares graduates to become instructional leaders within their educational settings. It is designed to accommodate the needs of working professionals through flexible scheduling, including evening and online classes. The program is part of an alternative path to teacher certification in Florida.
2. **Master of Science in Reading** - Aimed at developing expertise in reading instruction, this program equips graduates to impact learning outcomes in their schools or districts significantly.
3. **Master of Science in Educational Leadership** - Offered in blended and online formats, this program is intended for those seeking leadership roles in educational settings. It forms part of the alternative pathway to obtaining teacher certification in Florida.
4. **Master of Science (M.S.) in Instructional Design & Technology -** This program is delivered entirely online. It caters to professionals seeking to enhance their skills in designing and implementing instructional design and technology solutions. The curriculum uses the latest tools and methodologies to improve digital learning and instruction.

ADMISSIONS REQUIREMENTS: Applicants to these programs must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.6

Alternative Certification Pathway:
Students pursuing teacher certification in Florida through any of our M.S. Education degree programs must fulfill the requirements set by the Florida Department of Education (FLDOE). This includes applying for a *Letter of Eligibility* and successfully passing the Florida Teacher Certification Examinations (FTCE).
Students residing outside of Florida who are seeking teacher certification in their respective states are strongly advised to consult with their state's Department of Education prior to enrollment to confirm eligibility and certification requirements. Please note that certification eligibility may vary and may not apply to all programs.

For more information regarding certification requirements, please visit:

1. State of Florida Department of Education
2. U.S. Department of Education - State Contacts

Our programs are structured to start new cohorts every eight weeks, offering enhanced flexibility, and allowing educators to engage in continual professional development without significant downtime.

Programs Impacted by Alternative Certification Path: The Master of Science degree programs impacted by this alternative path to state certification are Educational Leadership and Elementary Education.

MASTER OF SCIENCE (MS) IN ELEMENTARY EDUCATION
[Delivery Locations: Blended, Online]

Program Director: Susie Cohen, Ph.D.
Academic Credentials: Ph.D., Florida International University; M.Ed., St. Thomas University; Masters., Trinity International/Miami Christian College; B.S., .
Contact Information: Email: susiecohen@stu.edu ; Phone: N/A
Program Advisor(s): S. Cohen, T. Paschal

Program Description: The Master of Science (MS) in Elementary Education is offered both online and on-ground. It is designed to help fulfill three career paths for teachers:

1. To qualify teachers to teach in an elementary education program.
2. For teachers who hold an undergraduate degree in Special Education, to ensure coherence and breadth of knowledge and experience; and
3. The program is also for career changers who have no teaching experience.

The core courses consist of five courses designed to fulfill the professional education course requirements and to prepare an individual to take the Professional Educator Exam of the Florida Teacher Certification Exam (FTCE). Please refer to the following website for additional information: http://www.fl.nesinc.com/.

The MS in Elementary Education consists of the seven content/methods courses required for certification and to prepare individuals for the Elementary Education Subject Area Exam (SAE).

MS IN ELEMENTARY EDUCATION COURSE REQUIREMENTS 36 credits

Professional Education Courses 15 credits

EDF	660	Social, Philosophical & Historical Foundations of Ed
EDA	606	Curriculum and Instruction for Diverse Student Populations
EDU	524	Literature and Multimedia in the Classroom
EDU	530	Educational Measurement
EDU	540	Effective Teaching and Classroom Management

Elementary Education Subject Area Courses 21 credits

EDU	521	Theory and Foundations of Effective Reading & Language Instruction w/Field Experience
EDU	523	Content and Methods for Teaching Health & Physical Education with Field Experience
EDU	525	Content and Methods for Teaching Language Arts with w/Field Experience
EDU	526	Content and Methods for Teaching Science w/Field Exp.
EDU	527	Content and Methods for Teaching Math with w/Field Experience
EDU	528	Content and Methods for Teaching Social Science w/Field Exp.
EDU	529	Content and Methods for Teaching Arts w/Field Exp.

Professional Education Learning Outcomes: The following learning outcomes will be used to demonstrate a student's knowledge of the profession of education:

1. Demonstrate the knowledge of instructional design and planning.
2. Create the appropriate student-centered learning environments.

3. Evaluate various types of assessment strategies for determining impact on student learning.
4. Apply the knowledge of relevant continuous professional improvement.
5. Demonstrate knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
6. Assess research-based practices appropriate for teaching English Language Learners (ELLs) and apply effective literacy strategies that can be applied across the curriculum to impact student learning.

Professional Education Learning Outcomes Assessment: The program's outcomes for professional education are documented and assessed using an electronic portfolio. This submission is considered a diagnostic tool. The submission must include the artifact for the required Florida Educator Accomplished Practice, a copy of the instructor's first rubric, and a remediation plan, if necessary.

Elementary Education Subject Area Learning Outcomes: The program's outcomes in the elementary education subject areas are based on the elementary subject area competencies published in The Competencies and Skills Required for Teacher Certification in Florida (16th Edition) or any other state. The candidate for this degree, to qualify for certification in Elementary Education, will have demonstrated the following competencies at the pre-service level.

1. Create theories and practices in the elementary subject matter and apply instructional methods for language arts and reading
2. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for social sciences
3. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for music and the visual arts
4. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for health and physical education
5. Create theories and practices in the elementary subject matter and apply appropriate instructional methods for science, technology, and mathematics with field experience.

Elementary Education Learning Outcomes Assessment: A locally developed instrument drawn from questions in a national test bank is used to assess a candidate's competency in each of these areas. This multiple-choice test contains questions related to elementary language arts and reading; social sciences; music and the visual arts; health and physical education; and science, technology, and mathematics.

GRADUATION REQUIREMENTS: A candidate must:

1. Maintain an overall GPA of 3.0.
2. Complete the entire program's required course work.
3. Present a copy of an electronic portfolio at the time of application for the degree. (Directions concerning this portfolio are available from the instructor).

Advisory Note for Students Pursuing the M.S. in Elementary Education (Career Changer - Alternative Certification Pathway)

The **M.S. in Elementary Education** at St. Thomas University is designed as an **Alternative Certification Pathway** for career changers seeking to transition into the teaching profession. Upon completion of the Master of Science degree program, students who wish to pursue **Elementary Education Certification in the State of Florida** must meet the requirements established by the **Florida Department of Education (FLDOE)**. These requirements include, but are not limited to:

- Applying to the FLDOE for a **Letter of Eligibility**

- Successfully passing all sections of the **Florida Teacher Certification Examinations (FTCE)**, including:
    - **General Knowledge Test (GK)**
    - **Professional Education Test (PEd)**
    - **Subject Area Examination in Elementary Education K–6**

Out-of-State Students
Students who reside outside the State of Florida and are interested in teacher certification in their home states must contact their respective **State Department of Education** before enrolling in the program. Certification requirements vary by state, and it is the student's responsibility to verify eligibility and transferability.
Helpful Links:

- **Florida Department of Education ,Certification**: http://www.fldoe.org/teaching/certification/
- **U.S. Department of Education, State-by-State Contacts**: https://www.ed.gov/higher-education/find-college-or-educational-program

Important Notes

- This program is ideal for individuals **without a prior teaching certificate** who are changing careers and seeking Florida certification in **Elementary Education (K–6)**.
- Certification is **not automatic** upon graduation; it requires passing the FTCE exams and completing all FLDOE application procedures.
- Some students may qualify for a **Temporary Certificate** while working toward full certification if employed by a Florida school district.
- **Students who are not seeking teacher certification but are pursuing the M.S. degree for professional growth or salary advancement** may complete the program without applying for state certification. It is recommended that such students verify with their employer or district to confirm eligibility for pay increases based on degree attainment.

MASTER OF SCIENCE IN READING
[Delivery Locations: Online]

Program Director: Tiffany Paschal, Ed.D.,
Academic Credentials: Ed.D., Nova Southeastern University; M.Ed., Nova Southeastern University; M.B.A., Nova Southeastern University; B.S., Florida A&M University.
Contact information: Email: tpaschal@stu.edu; Phone: 305-474-6851

Description
The Master of Science in Reading consists of eight 3-credit reading courses and three foundational courses to prepare educators for the 21st-century literate environment and the rapidly changing classroom demographics. These courses are designed to prepare candidates to teach literacy instruction, diagnose and remediate children's reading difficulties in K-12. Current research and theory of literacy and how children learn to read are translated into meaningful classroom applications and practice while utilizing research-based instructional practices and materials. Fundamental theoretical knowledge of the principles and processes of reading is directly applied while working with children in a clinical setting. Students have the opportunity to reflect on their own teaching and receive immediate feedback from the instructor so that subsequent

teaching can incorporate and apply new insights, techniques, and strategies for improvement.

The program is currently accepted by the Florida Department of Education's Bureau of Certification under Rule 6A-4, 003. "Degrees, programs, and credits shall be determined acceptable for education certification purposes when awarded by an institution of higher learning accredited by (1) of the regional accrediting associations." St. Thomas University is accredited by the Southern Association of Colleges and Schools.

MS in READING

Course Requirements **30 Credits**

EDF	621	Psychological Foundations of Education
EDU	521	Theory and Foundations of Effective Reading Instruction
EDU	522	Assessment and Diagnosis of Reading Difficulties
EDU	524	Children Literature and Multimedia in the Classroom
EDU	525	Content and Method for Teaching Language Arts
EDU	530	Educational Measurement
RED	500	The Reading Process in the Content Area
RED	505	Techniques of Remedial and Corrective Reading
RED	506	Theory and Processes of Reading Comprehension
RED	510	Reading Practicum

Program Student Learning Outcomes: The graduate reading program is designed to develop competent reading professionals who understand how literacy theory and research guide pedagogical decisions to choose diagnostic assessments and strategies decisions in order to design appropriate instruction for all students. Learning outcomes are aligned with the Florida Department of Education's Reading Competencies and the 2016 International Reading Association Standards for Reading Professionals. They include the following:

ILA Standard 1 Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

ILA Standard 2 Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

ILA Standard 3 Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

ILA Standard 4 Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

ILA Standard 5 Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

ILA Standard 6 Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Program Outcomes Assessment
The student practicum portfolio is used to assess the accomplishment of an individual to apply learned skills and knowledge in a clinical setting. Furthermore, candidates will be assessed by means of completing a practicum. The practicum will assess individual candidate's competency on the various levels of each of the ILA's standards and the Florida Reading Competencies.

Program Learning Outcomes Assessment
A capstone course (RED 610: Reading Practicum) is used for program level assessment. The course requires each student to complete case studies related to the ILA Standards: Standard 1 through Standard 6. The case study assignment is composed of virtual classroom situations which require responses that reflect knowledge, instructional strategies and curriculum materials, administration of a variety of assessment tools and groupings as well as demonstration of knowledge and skill of creating a literate environment in a real setting.

Graduation Requirements
A candidate must maintain an overall GPA of 3.0.
A candidate must complete the entire program's required coursework.
A candidate must successfully complete the Exit Examination.

READING ENDORSEMENT
[Delivery Location: Online]

(This is not a standalone endorsement; it must be accompanied with a degree program.)

Description: These courses are designed to fulfill the requirements to receive a reading endorsement in Florida.

Required Courses **15 credits**

EDU 521 Theory and Foundations of Effective Reading & Language Instruction with Field Experience
EDU 522 Diagnosis and Remediation of Reading Disabilities
RED 500 The Reading Process in the Content Area
RED 505 Techniques of Remedial and Corrective Reading
RED 510 Reading Practicum

Aligned with the Rubric provided by the FLDOE
http://www.fldoe.org/core/fileparse.php/7539/urlt/ReadiEndorseProAppRubricIRP.pdf

Advisory Note for Students Pursuing the M.S. in Reading

The **Master of Science in Reading** is accepted by the **State of Florida** and is **designed for already certified teachers** who are seeking to fulfill the **state-mandated Reading Endorsement** requirements or advance their expertise in evidence-based reading instruction.

Certification Alignment and Purpose:

1. **Initial Certification:**
    - Certified teachers applying for a **Reading Endorsement** must demonstrate instructional competencies across areas such as:
        - Phonological and phonemic awareness
        - Decoding and fluency
        - Vocabulary and reading comprehension

- These areas align with expectations set forth by the **Florida Department of Education** and institutions such as the **University of Florida College of Education**.

2. **Renewal of Certification:**
   - Florida requires **40 in-service hours** (or equivalent points) in **evidence-based reading instruction**—specifically targeting instruction for students with characteristics of **dyslexia**.
   - This applies to teachers with certification areas such as **Elementary Education**, **Reading**, and **ESOL**, particularly those working with **K–6 students**.
3. **Pathways to Fulfill Requirements:**
   - The M.S. in Reading provides a university-based option to meet these requirements through comprehensive coursework.
   - Additional pathways may include **district-provided PD**, **approved online programs**, or **FLDOE-endorsed coursework**.

This degree program supports both **professional advancement** and **state compliance** for reading instruction competencies.

GRADUATION REQUIREMENTS: Students must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

MASTER OF SCIENCE (MS) IN INSTRUCTIONAL DESIGN & TECHNOLOGY
[Delivery Locations: Online]

Program Director: Timothy M. Stafford, Ph.D.
Academic Credentials: PhD in Instructional Design for Online Learning, Capella University; Master of Science in Instructional Design for Online Learning, Capella University; Bachelor of Arts in Theology/Ministry, Bethany University.
Contact information: tstafford@stu.edu

Program Description: The Master of Science in Instructional Design & Technology (MS ID&T) program at St. Thomas University is designed to prepare professionals to create, implement, and manage innovative learning experiences across corporate training, healthcare, government, and nonprofit sectors, higher education, and K-12 education.

This program provides students with a comprehensive foundation in instructional design, learning science, and emerging educational technologies. The curriculum equips learners with AI-enhanced instructional strategies, multimedia design expertise, and performance-based learning methodologies that align with industry-recognized standards.

Graduates of the MS ID&T program will be prepared for high-demand careers in learning and development, human performance, instructional design, learning experience design, corporate training, and educational technology.

Potential Career Titles:

- Chief Learning Officer
- AI & Learning Analytics Specialist
- Senior Instructional Designer
- Instructional Designer
- Learning and Development Professional
- Human Performance Consultant
- Talent Development Professional
- E-Learning/Online Learning Developer
- Educational Technology Consultant

This program ensures graduates are ready to lead instructional innovation in the digital age by integrating generative AI, data-driven evaluation methods, and project management skills.

The MS in Instructional Design & Technology at St. Thomas University is a forward-thinking, interdisciplinary program that reflects the rapidly evolving landscape of instructional design. By incorporating AI-driven technologies, performance improvement methodologies, and industry-aligned learning models, this program positions graduates as leaders in instructional innovation and learning experience design.

MS IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

COURSE REQUIREMENTS **30 credits**

*EDT 600	Introduction to Instructional Technology
EDT 601	Human Performance & Instructional Design
EDT 602	Consulting for Instructional Design
EDT 603	Project Management for Instructional Design
EDT 610	Instructional Design: Theories & Models

EDA 616	Technology to Support Educational Leadership
EDT 620	Technology Integration
EDT 630	Multimedia Design and Development
EDU 503	Applied Research Methods
**EDT 650	Practicum in Instructional Technology with Field Experience

*EDT600 must be taken in the first term
**EDT650 should be taken in the final term

Program Learning Outcomes:
Graduates will be able to:

- Design, implement, and manage instructional solutions using technology-enhanced learning models that support competency development, digital literacy, and creativity in K-12, higher education, corporate, healthcare, and government settings.
- Apply multimedia design principles to develop engaging and innovative digital learning experiences that incorporate emerging technologies such as generative AI, VR/AR, and adaptive learning systems.
- Develop, implement, and evaluate technology-supported instructional strategies that align with ISTE, NCATE, QM, ibstipi, 5-Star Instructional Design, and other industry-recognized standards across diverse learning environments.
- Critically assess and apply AI-driven technologies in instructional design, ensuring ethical considerations such as bias mitigation, data privacy, and accessibility are addressed in AI-enhanced learning experiences.
- Integrate project management and human performance improvement models to lead instructional design initiatives, manage stakeholder expectations, and evaluate the impact of learning interventions using data-driven methodologies.

Program Outcomes Assessment:
EDT 650 (Practicum in Instructional Technology) serves as the culminating experience for students in the MS ID&T program.
Students will complete a comprehensive ePortfolio throughout the program that:
Demonstrates competency in instructional design and technology integration.

- Aligns with ISTE, NCATE, QM, ibstipi, 5 Star Instructional Design, Kirkpatrick Partners and other relevant industry standards.
- Includes an applied research component showcasing emerging technology use, AI integration, and instructional impact assessment.
- Serves as a professional portfolio for career advancement.

Students will present this completed portfolio in the Practicum course (EDT 650)

GRADUATION REQUIREMENTS: A candidate must maintain an overall GPA of 3.0 and must complete the entire program's required course work.

GRADUATE PSYCHOLOGY PROGRAM

MASTER OF SCIENCE (MS) IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY
[Delivery Location: Online]

Program Director: Raymond Baker, Ph.D.
Academic Credentials: Ph.D., St. Thomas University; MS, Nova Southeastern University; BS, Union Institute & University
Contact Information: Email: rbaker2@stu.edu; Phone: 305-628-6756.
Program Advisor(s): J. Grace, K. Pann

Program Description: The STU online Master of Science in Industrial/Organizational Psychology (MSIOP) is an accelerated, fully online graduate program designed for working professionals seeking to balance career, family, and education while advancing their expertise in the science of work and human behavior. The 30-credit curriculum equips students with specialized knowledge in organizational psychology, leadership development, employee motivation, performance management, and ethical decision-making. Through applied research, data-driven analysis, and evidence-based strategies, students learn to diagnose workplace challenges and design solutions that enhance organizational effectiveness.

The capstone experience integrates real-world consulting and community-based projects under faculty mentorship, allowing students to apply theory to practice in alignment with their professional goals. Graduates of the MSIOP program are prepared for careers in organizational development, human resources, leadership consulting, and are well-positioned for doctoral-level study in industrial/organizational or business psychology.

ADMISSIONS REQUIREMENTS: Applicants to these programs must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 3.0

MS IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY

REQUIREMENTS	**30 credits**
Foundation Courses	**9 credits**
PSY 590 Industrial/Organizational Psychology	
PSY 601 Research Methods I	
PSY 603 Test & Psychometrics	
Core Courses	**18 credits**
PSY 610 Organizational Behavior	
PSY 611 Personnel Selection and Assessment	
PSY 612 Workplace Motivation	
PSY 721 Performance Management & Appraisal	
PSY 722 Organizational Change & Development	
PSY 723 Ethical Decisions in Organizations	
Capstone Experience	**3 credits**
PSY 790 Project Management	

All courses in the MSIOP program will employ instructional strategies that integrate applied learning through case analyses, organizational projects, data-driven

assignments, collaborative teamwork, and the use of workplace-relevant technologies, in conjunction with research-informed practices.

Program Student Learning Outcomes: Graduates of the Master of Science in Industrial Organizational Psychology program will demonstrate capacity for:

1. Apply psychological theories and research methods to diagnose and solve organizational problems.
2. Analyze individual, team, and organizational behavior using data-driven strategies.
3. Design, implement, and evaluate interventions to improve performance, engagement, and workplace well-being.
4. Demonstrate ethical leadership and decision-making aligned with professional I/O standards.
5. Communicate research findings and professional insights effectively to academic and practitioner audiences.

Program Student Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program and culminate with applied Industrial Organization project-based capstone course, Project Management (PSY 790).

Graduation Requirements: The Master of Science in Industrial Organizational Psychology program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Master of Science in Industrial Organizational Psychology Program Director.

GRADUATE LEADERSHIP PROGRAMS

MASTER OF SCIENCE (MS) IN EDUCATIONAL LEADERSHIP
[Delivery Locations: Blended, Online]

Program Director: Tiffany Paschal, Ed.D.,
Academic Credentials: Ed.D., Nova Southeastern University; M.Ed., Nova Southeastern University; M.B.A., Nova Southeastern University; B.S., Florida A&M University.
Contact information: Email: tpaschal@stu.edu; Phone: 305-474-6851

Program Description: The MS in Educational Leadership consists of coursework and experiences designed to develop entry-level competencies for instructional leaders. The program provides an alternative pathway to develop entry-level competencies for educational professionals.

Advisory Note for Students Pursuing the M.S. in Educational Leadership (Alternative Certification Pathway)

The **M.S. in Educational Leadership** at St. Thomas University is part of an **Alternative Certification Pathway** recognized by the Florida Department of Education (FLDOE). Upon completion of the Master of Science degree program, students who wish to pursue **Educational Leadership Certification in the State of Florida** must meet specific FLDOE requirements, including but not limited to:

- Applying to the FLDOE for a **Letter of Eligibility**

- Successfully passing all sections of the **Florida Educational Leadership Examination (FELE)**

Please note: A **new version of the FELE** will be implemented on **January 1, 2026**. Students must pass all current FELE subtests by **December 31, 2025** to avoid being required to take the new exam format.

Out-of-State Students
Students residing outside of Florida and seeking certification in their home states must contact their respective **State Department of Education** before enrolling in the program to determine eligibility and certification requirements.

- **Florida Department of Education**: http://www.fldoe.org/teaching/certification/
- **U.S. Department of Education (State-by-State Contacts)**: https://www.ed.gov/higher-education/find-college-or-educational-program

MS IN EDUCATIONAL LEADERSHIP COURSE REQUIREMENTS

Courses Requirements		**36 Credits**
EDA	601	Leadership in Education
EDA	602	Communication in Educational Leadership
EDA	603	School Law
EDA	604	School Finance
EDA	606	Curriculum & Instruction for Diverse Student Populations
EDA	608	School Personnel Management
EDA	612	Applied Leadership Theory for Educational Leadership
EDA	616	Technology to Support Educational Leadership
EDF	621	Psychological Foundations of Education
EDF	660	Social, Philosophical and Historical Foundations of Education
EDU	503	Applied Research Methods
EDU	530	Educational Measurement

Program Learning Outcomes:

1. Synthesize the knowledge, skills, and competencies developed during prior courses and overall program experience and embedded in the Domain of School or alternative site Improvement of the Professional Standards for Educational Leaders 2015.
2. Demonstrate competency in leadership skills and competencies embedded in the Curriculum, Instruction and Assessment, and Community of Care and Support for Students Cluster 1 of the Professional Standards for Educational Leaders 2015.
3. Formulate and implement job-embedded projects that demonstrate effective leadership and are based on school/student or alternative site needs and embedded in the Professional Capacity of School and alternative Personnel, Professional Community for Teachers and Staff and alternative, Meaningful Engagement of Families and Community, and Operations and Management Cluster 2 of the Professional Standards for Educational Leaders 2015.
4. Evaluate his/her leadership capacity as it relates to problem solving, implementing change, and ethical decision making and embedded in the Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness Cluster 3 of the Professional Standards for Educational Leaders 2015.

Program Learning Outcome Assessment: The capstone course for this program is EDA 612: Applied Leadership Theory for Educational Leadership.

The three Shadowing Experiences and Mini Project 1 represent the Program Evaluative Component of the course. Students are expected to take their proposal for each shadowing experience/project to the school principal, assistant principal, or other administrator and gain their approval and support in order to proceed with implementation. The student and the course instructor are in contact regularly regarding feedback as to how the shadowing experience project is progressing.

GRADUATION REQUIREMENTS: A candidate must maintain a cumulative grade point average of at least 3.0 to remain in academic good standing and must complete all required courses with a cumulative grade point average of at least 3.0 to graduate.

MASTER OF ARTS (MA) IN ETHICAL LEADERSHIP
[Delivery Location: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St. Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): J. Franco, K. Vidueira, R. Baker

Program Description: The Master in Ethical Leadership equips students with the skills, competencies, and capacities necessary for leading the next generation of effective, ethical, and socially responsible global corporations and communities. The program is designed for individuals looking to advance their organizational standing and maximize the potential of those working in industry, government, education, and nonprofit organization settings. The program leverages best practices and innovative leadership strategies to create a foundation for organizational and community change.

In alignment with the St. Thomas University Mission, the Master of Arts in Ethical Leadership program develops students' ethical leadership capacity through interdisciplinary coursework focusing on and integrating leadership theory and practice, ethics and morality, complex problem-solving, decision-making, creativity and innovation, efficiency, team development strategies, diversity and inclusion practices, practical experience, and people management, creates the foundation for applied ethical leadership within a variety of professional contexts and advances individual and organizational performance. Graduates create value for their organizations, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

ADMISSIONS REQUIREMENTS: Applicants to these programs must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.33

MASTER IN ETHICAL LEADERSHIP REQUIREMENTS — 30 credits

Required Core Courses — 15 credits

MEL 503 Applied Research Methods
MEL 600 Leadership Foundations and Skills Assessment
MEL 601 Interpersonal Leadership
MEL 630 Organizational Communication & Leadership
MEL 701 Ethical Leadership Capstone

Electives Courses (Pick 5 courses) **15 credits**

MEL 607 Liberty & Governance
MEL 640 Organizational Leadership & Change
MEL 645 Global & Cultural Diversity in Leadership
MEL 650 Conflict Resolution & Mediation
MEL 660 Project Management & Leadership
MEL 700 Organizational Behavior
MEL 799 Special Topics in Ethical Leadership *
* *With program director's approval*

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork, or other applied practices in conjunction with research.

Program Student Learning Outcomes: Graduates of the Master of Arts in Ethical Leadership program will demonstrate capacity for:

1. Applying Ethical Leadership theoretical foundations
2. Utilizing strong interpersonal skills and communication skills
3. Implementing organizational and community-based problem-solving strategies
4. Demonstrating and developing ethical and moral values within diverse contexts
5. Advancing ethical leadership practices that prioritize collaboration, efficiency, and strategic organizational and community initiatives.

Program Student Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program and culminate with applied leadership project-based capstone course, Ethical Leadership Capstone (MEL 701).

Graduation Requirements: The Master in Ethical Leadership program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.

MASTER OF ARTS (MA) IN ETHICAL LEADERSHIP, SPECIALIZATION IN HIGHER EDUCATION [Delivery Location: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St. Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): J. Franco, K. Vidueira, R. Baker

Program Description: The Master in Ethical Leadership with a Specialization in Higher Education equips students with the skills, competencies, and capacities necessary for leading within institutions of higher education. As a specialization of the Master of Arts in Ethical Leadership, attention will be set on developing students as effective, ethical, and socially responsible higher education leaders. The program is designed for individuals looking to advance their work and standing in college and universities and maximize their potential. The program leverages best practices and innovative leadership strategies to create a foundation for organizational change.

In alignment with the St. Thomas University Mission, the Master in Ethical Leadership, Higher Education Specialization program develops students' ethical leadership capacity for higher education through interdisciplinary coursework focusing on and integrating leadership and higher education theory and practice, with an ethical foundation for working with diverse student populations. Graduates create value for their institutions, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

MASTER IN ETHICAL LEADERSHIP HIGHER EDUCATION SPECIALIZATION

REQUIREMENTS — 30 credits

Required Core Courses — 15 credits

- MEL 503 Applied Research Methods
- MEL 600 Leadership Foundations and Skills Assessment
- MEL 601 Interpersonal Leadership
- MEL 630 Organizational Communication & Leadership
- MEL 701 Ethical Leadership Capstone

Specialization Courses — 12 credits

- EDA 601 Leadership in Education
- EDA 606 Curriculum & Instruction for Diverse Student Populations
- EDF 621 Psychological Foundations of Education
- EDF 660 Social, Philosophical, and Historical Foundations of Education

Elective Courses (Pick 1 course) — 3 credits

- MEL 607 Liberty & Governance
- MEL 640 Organizational Leadership & Change
- MEL 645 Global & Cultural Diversity in Leadership
- MEL 650 Conflict Resolution & Mediation
- MEL 660 Project Management & Leadership
- MEL 700 Organizational Behavior
- MEL 799 Special Topics in Ethical Leadership *

* *With program director's approval*

All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork, or other applied practices in conjunction with research.

Program Student Learning Outcomes: Graduates of the Master in Ethical Leadership, Higher Education specialization program will demonstrate capacity for:

1. Applying theories of Higher Education and Ethical Leadership to practice
2. Developing skills for teaching and working with diverse student populations
3. Creating inclusive and outcome-based programming with assessment and evaluation and budgetary pieces
4. Demonstrating and developing ethical and moral values within the context of higher education

Program Student Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program and culminate with applied leadership project-based capstone course, Ethical Leadership Capstone (MEL 701).

Graduation Requirements: The Master of Arts in Ethical Leadership, Higher Education specialization, program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Coordinator.

MASTER OF ARTS (MA) IN ETHICAL LEADERSHIP, SPECIALIZATION IN SPORTS ADMINISTRATION [Delivery Location: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St. Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): J. Franco, K. Vidueira, R. Baker

Program Description: The Master in Ethical Leadership with a Specialization in Sports Administration equips students with the skills, competencies, and capacities necessary for leading within a sports organization. As a specialization of the Master of Arts in Ethical Leadership, attention will be paid to developing students as effective, ethical, and socially responsible sports administration leaders. The program is designed for individuals looking to advance their work and standing in a variety of sports careers and maximize their potential. The program leverages best practices and innovative leadership strategies to create a foundation for organizational change.

In alignment with the St. Thomas University Mission, the Master in Ethical Leadership, Sports Administration Specialization program develops students' ethical leadership capacity for sports administration through interdisciplinary coursework focusing on and integrating leadership and sports administration theory and practice, ethics and morality, complex problem-solving, decision-making, creativity and innovation, efficiency, team development strategies, diversity and inclusion practices, practical experience, and people management, creates the foundation for applied ethical leadership within a variety of sports administration contexts and advances individual and organizational performance. Graduates create value for their organizations, demonstrate the ability to ethically inspire action and a shared vision in others, make effective decisions within fast-paced environments, improve organizational effectiveness and teamwork, and increase profitability.

MASTER IN ETHICAL LEADERSHIP SPORTS ADMINISTRATION

SPECIALIZATION REQUIREMENTS 30 credits

Required Core Courses 15 credits

MEL 503 Applied Research Methods
MEL 600 Leadership Foundations and Skills Assessment
MEL 601 Interpersonal Leadership
MEL 630 Organizational Communication & Leadership
MEL 701 Ethical Leadership Capstone

Specialization Courses (Pick 4 courses) 12 credits

SPO 510 Sports Ethics
SPO 540 Sports Media and Public Relations
SPO 544 Sports Marketing and Promotion
SPO 546 Facilities and Event Management
SPO 552 Governance of Intercollegiate Athletics
SPO 719 Legal Aspects of Sports Administration

Elective Courses (Pick 1 courses) 3 credits

MEL 607 Liberty & Governance
MEL 640 Organizational Leadership & Change
MEL 645 Global & Cultural Diversity in Leadership
MEL 650 Conflict Resolution & Mediation
MEL 660 Project Management & Leadership
MEL 700 Organizational Behavior
MEL 799 Special Topics in Ethical Leadership *
* *With program director's approval*

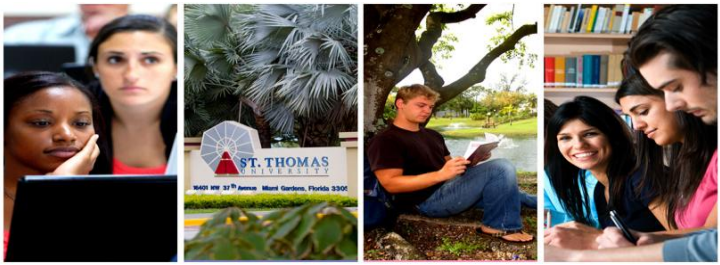
All courses in the program will use teaching strategies that integrate practical applications through fieldwork, innovative technology, challenge-based projects, teamwork, or other applied practices in conjunction with research.

Program Student Learning Outcomes: Graduates of the Master in Ethical Leadership with a specialization in Sports Administration program will demonstrate capacity for:

1. Applying theories of Ethical Leadership and Sports Administration to practice
2. Developing skills for leading organizations utilizing strong interpersonal and communication skills
3. Implementing organizational and community-based problem-solving strategies in sports administration
4. Demonstrating and developing ethical and moral values within the context of sports administration

Program Student Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program and culminate with applied leadership project-based capstone course, Ethical Leadership Capstone (MEL 701).

Graduation Requirements: The Master of Arts in Ethical Leadership with a specialization in Sports Administration program requires a total of thirty (30) graduate credit hours. For graduation, students need to earn a B or better in every course and attain a cumulative GPA of at least 3.0. Individual advising and answers to questions about courses are available by contacting the Masters in Ethical Leadership Program Director.



DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP

[Delivery Locations: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St, Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): K. Vidueira, R. Baker

The Doctor of Philosophy (Ph.D.) in Ethical Leadership provides practical application for theoretical foundations grounded in leadership, ethical principles, management practice, psychology, planning and design, assessment and evaluation, research, and policy development in a variety of organizational settings and community environments. The program offers a project-based, interdisciplinary curriculum, and a broad spectrum of learning experiences to meet individual student needs and to develop a diverse and scholarly community of learners. Students within the program maintain careers within management, government leadership, public service, higher education, business, healthcare, non-profit corporations, and school administration (e.g., executives, principals, directors, military personnel, and supervisors).

Graduates demonstrate capacity for complex problem solving, critical thinking, creativity, performance management, collaborative project management, emotional intelligence, and moral decision-making. Ethical leaders foster positive environments and productive relationships by understanding self, groups, and organizations. Ethical leaders give voice to the underrepresented, value inclusivity, and pursue a positive future, in which individuals reach their full potential. The program offers a cohort model, a cross- disciplinary curriculum, and a broad spectrum of courses to meet individual student needs and to develop a diverse and scholarly community of learners. A typical cohort could include learners from governmental, corporate, non-profit, higher education, K-12, and healthcare organizations.

ADMISSIONS REQUIREMENTS: Applicants to these programs must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a master's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 3.0

Program Learning Outcomes: Graduates of the Ph.D. in Ethical Leadership program will demonstrate capacity for:

1. Applying Ethical Leadership theoretical foundations
2. Identifying and responding to the changing needs of diverse organizations
3. Leading and managing private corporations, public organizations, educational

institutions and systems, community organizations, and nonprofit agencies
4. Demonstrating ethical behaviors and complex problem-solving
5. Maximizing organizational performance and effectiveness
6. Empowering organizational cultures of innovation and creativity, team effectiveness, and inclusion
7. Developing scholarship, theory, and practices that advance the broad fields of leadership and organizational development

Program Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and contribute to the scholarly body of knowledge informing Ethical Leadership, Leadership Development, and Leadership Education.

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

DOCTOR OF PHILOSOPHY IN ETHICAL LEADERSHIP REQUIREMENTS

60 Credits

Leadership Core Courses **21 credits**

DEL 801 Interpersonal Leadership
DEL 802 Moral Imagination & Decision-Making
DEL 805 Leadership in Action
ELI 801 Theory & Practice of Leadership
ELI 805 Strategic Leadership & Globalization
ELI 809 Innovation & Leadership
ELI 807 Ethics & Governance

Specialization Courses **15 credits**

DEL 803 Complex Problems
ELI 804 Leadership for Crisis & Change
ELI 813 Leading a Learning Organization
ELI 814 Cross-Cultural Relations
ELI 817 Communication & Influence
ELI 999 Special Topics (Only with program director's approval)

Research Courses **12 credits**

DEL 804 Assessment & Evaluation
RES 819 Research Methods
RES 820 Quantitative Research
RES 821 Qualitative Research

Dissertation Courses (Doctoral Research) **12 credits**

DIS 900 Doctoral Research Proposal
DIS 901 Doctoral Research I
DIS 902 Doctoral Research II
DIS 903 Doctoral Research III
DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:
Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the dissertation or action research process) are expected to continuously enroll for (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while

maintaining communication with their respective Doctoral Research Chair. This DIS 904 class is ***not*** covered by financial aid.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program director and Academic Dean.

Doctoral Research Handbook and Dissertation Publication Manual:
The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

Ethics of Doctoral Dissertation Research:
The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). The IRB approval must follow a successful Dissertation Proposal defense as determined by the dissertation chair in collaboration with the dissertation committee members. The candidate should adhere to the IRB's Guidelines and get approval prior to proceeding with data collection efforts and subsequent portions of the dissertation/action research.

Publishing the Doctoral Dissertation:
St. Thomas University requires that all dissertations be professionally edited and published in the St. Thomas University Library database and all students must submit their dissertations to ProQuest. All dissertations must strictly adhere to the most current APA guidelines.

INCOMPLETE
The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested.
3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.

5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence:
A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.
St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Recency of St. Thomas University Credit:
All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.
Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:
1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP, SPECIALIZATION IN HIGHER EDUCATION [Delivery Location: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St. Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): J. Franco, K. Vidueira, R. Baker

The Doctor of Philosophy (Ph.D.) in Ethical Leadership with a specialization in Higher Education provides a foundation of integrated theory and practice grounded and integrated in the history, current issues, and future trends; leadership, organization, and administration; student populations, development, and equity; ethical

governance, policy, and finance; and program assessment and data driven decision-making in the field of higher education. The program leverages the Ph.D. in Ethical Leadership to develop higher education leaders prepared for leading 21st century higher education institutions.

Graduates are prepared for administrative and faculty positions in postsecondary educational institutions and agencies, across institution types and diverse student populations. With an emphasis in ethical leadership, graduates are prepared to drive equitable change in higher education and society through the research, integration, and application of knowledge.

Program Learning Outcomes: Graduates of the Ph.D. in Ethical Leadership with a specialization in Higher Education program will demonstrate capacity for:

1. Analyzing historical, current issues, and future trends in higher education to inform scholarship and practice.
2. Critiquing the cultures and academic work of higher education and their relationship with institutional missions and student learning
3. Developing equitable programs, courses, and policies that reflect diverse student populations in institutions of higher education.
4. Analyzing organizational and administrative functions within higher education institutions in order to practice ethical leadership and change.
5. Applying ethical leadership in governance, policy, and finance that reflect the needs of students, institutions, and society.
6. Conducting program assessment and evaluation and higher education research as equitable and ethical scholars and practitioners

Program Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and institutions of higher education and contribute to the scholarly body of knowledge informing Ethical Leadership, Higher Education, Student Development, and Leadership Education.

Specific assessments infused across the curricula are associated with each learning objective and include but are not limited to:

1. Develop literature reviews, positioning arguments within the field and scholarly communities of Ethical Leadership and Higher Education
2. Create a financial scanning indicator to aid in program development and budget management
3. Develop a course design complete with lesson plans, assessments, and considerations for modalities and diverse students.
4. Conduct assessment and evaluation and research projects, using data to inform decision-making and change in institutions of higher education.

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

DOCTOR OF PHILOSOPHY IN ETHICAL LEADERSHIP REQUIREMENTS

60 Credits

Leadership Core Courses **21 credits**

DEL 801 Interpersonal Leadership
DEL 802 Moral Imagination & Decision-Making
DEL 805 Leadership in Action
ELI 801 Theory & Practice of Leadership
ELI 805 Strategic Leadership & Globalization

ELI 809 Innovation & Leadership
ELI 807 Ethics & Governance

Specialization Courses **15 credits**

HED 801 Higher Education Foundations
HED 802 Academic Cultures & Issues in Higher Education
HED 803 College Teaching
HED 804 Economics & Finance in Higher Education
HED 805 Organization & Administration of Higher Education
ELI 999 Special Topics (Only with program director's approval)

Research Courses **12 credits**

DEL 804 Assessment & Evaluation
RES 819 Research Methods
RES 820 Quantitative Research
RES 821 Qualitative Research

Dissertation Courses (Doctoral Research) **12 credits**

DIS 900 Doctoral Research Proposal
DIS 901 Doctoral Research I
DIS 902 Doctoral Research II
DIS 903 Doctoral Research III
DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:
Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the dissertation or action research process) are expected to continuously enroll for (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. This DIS 904 class is ***not*** covered by financial aid.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program director and Academic Dean.

Doctoral Research Handbook and Dissertation Publication Manual:
The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

Ethics of Doctoral Dissertation Research:
The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). The IRB approval must follow a successful Dissertation Proposal defense as determined by the dissertation chair in collaboration with the dissertation committee members. The candidate should adhere to the IRB's Guidelines and get approval prior to proceeding with data collection efforts and subsequent portions of the dissertation/action research.

Publishing the Doctoral Dissertation:
St. Thomas University requires that all dissertations be professionally edited and published in the St. Thomas University Library database and all students must submit

their dissertations to ProQuest. All dissertations must strictly adhere to the most current APA guidelines.

INCOMPLETE
The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested.
3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence:
A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Recency of St. Thomas University Credit:
All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.
Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:
1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

DOCTOR OF PHILOSOPHY (Ph.D.) IN ETHICAL LEADERSHIP, CRIMINAL JUSTICE SPECIALIZATION [Delivery Location: Online]

Program Director: Jaime Franco, Ph.D.
Academic Credentials: Ph.D., Loyola University Chicago; LLM, St. Thomas University; MPH, MBA, Benedictine University; BS, Loyola University Chicago
Contact Information: Email: jfranco2@stu.edu; Phone: 305-628-6512.
Program Advisor(s): J. Franco, K. Vidueira, R. Baker, A. Javadzadeh

The Doctor of Philosophy (Ph.D.) in Ethical Leadership with a specialization in Criminal Justice provides a foundation of integrated theory and practice grounded in criminal justice, history of crime and punishment, current issues in criminal justice, and approaches to change and leadership within the criminal justice system considering. The courses advance leadership attitudes, behaviors, and administrative practice within criminal justice spaces, included but not limited to service to underrepresented and under-resourced communities, policy revision, development, and evaluation, equality in law enforcement, application of law, and corrections management. The program leverages the Ph.D. in Ethical Leadership with a specialization in criminal justice to develop leaders in the criminal justice system prepared to lead a more just and egalitarian criminal justice system and the institutions, organizations, and communities that support it.

Graduates are prepared for administration positions in criminal justice, in addition to faculty positions in criminal justice serving undergraduate and graduate populations. Graduates will also develop applicable capacities and competence that will aid them in successful law enforcement, legal, and correctional positions. With an emphasis in ethical leadership, graduates are prepared to drive equitable change in the criminal justice system, facilitate criminology learning in formal and informal settings, conduct research, and share critical knowledge with organizations and communities.

Program Learning Outcomes: Graduates of the Ph.D. in Ethical Leadership with a specialization in Criminal Justice program will demonstrate capacity for:
1. Analyzing historical, current, and future trends in criminal justice to inform scholarship and practice.
2. Critiquing the cultures and scholarship of the criminal justice system and provide the resulting application within formal and informal learning spaces.
3. Developing equitable programs, learning interventions, and policies that reflect diverse learner populations and in relation to the criminal justice system.

4. Analyzing organizational and administrative functions within the criminal justice system and its systems in order to practice ethical leadership and change.
5. Applying ethical leadership in governance, policy, and finance reflects the needs of criminal justice learners, institutions, and society.
6. Conducting program assessment and evaluation as equitable and ethical scholars and practitioners

Program Learning Outcomes Assessment: Learning outcomes are assessed and evaluated throughout the program through innovative project-based and real-world assignments. Action and dissertation research processes provide students with the opportunity to contribute tangible value to organizations and institutions of criminal justice and contribute to the scholarly body of knowledge informing Ethical Leadership, Criminal Justice, Agency Development, and Leadership in Criminal Justice institutions.

Specific assessments infused across the curricula are associated with each learning objective and include, but are not limited to:
1. Develop literature reviews, position arguments within the field and scholarly communities of Ethical Leadership and Criminal Justice.
2. Demonstrate understanding and application for the scholarship of the criminal justice system.
3. Prepare and implement criminal justice interventions resulting in the advancement of criminal justice systems and processes.
4. Conduct assessment and evaluation and research projects, using data to inform decision-making and change within the criminal justice system with respect to agency.

Program Requirements and Structure: The Ph.D. program requires 60 credits of doctoral work beyond the master's degree, including 21 leadership core credits, 15 specialization credits, 12 research credits, and 12 doctoral credits.

Doctor of Philosophy in Ethical Leadership with a Specialization in Criminal Justice Requirements 60 credits

Leadership Core Courses 21 credits

DEL 801 Interpersonal Leadership
DEL 802 Moral Imagination & Decision-Making
DEL 805 Leadership in Action
ELI 801 Theory & Practice of Leadership
ELI 805 Strategic Leadership & Globalization
ELI 809 Innovation & Leadership
ELI 807 Ethics & Governance

Specialization Courses 15 credits

CJA 810 Theories of Crime
CJA 815 Globalization & Crime
CJA 817 Criminal Law & Society
CJA 818 Counsel Victims/Offenders
CJA 820 Restorative Justice
ELI 999 Special Topics (Only with program director's approval)

Research Courses 12 credits

DEL 804 Assessment & Evaluation
RES 819 Research Methods
RES 820 Quantitative Research

RES 821 Qualitative Research

Dissertation Courses (Doctoral Research) 12 credits

DIS 900 Doctoral Research Proposal
DIS 901 Doctoral Research I
DIS 902 Doctoral Research II
DIS 903 Doctoral Research III
DIS 904 Doctoral Research Continuation (if needed)

Continuous Registration for Doctoral Research Students:
Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the dissertation or action research process) are expected to continuously enroll for (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. This DIS 904 class is ***not*** covered by financial aid.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program director and Academic Dean.

Doctoral Research Handbook and Dissertation Publication Manual:
The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

Publishing the Doctoral Dissertation:
St. Thomas University requires that all dissertations be professionally edited and published in the St. Thomas University Library database, and all students must submit their dissertations to ProQuest. All dissertations must strictly adhere to the most current APA guidelines.

INCOMPLETE
The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested.
3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.

4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence:
A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.

St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Recency of St. Thomas University Credit:
All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.
Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:
1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

DOCTOR OF EDUCATION (ED.D.) IN LEADERSHIP
[DELIVERY LOCATIONS: ONLINE]

Program Director: Scott E. Gillig, Ph.D.,

Academic Credentials: Ph.D., University of Toledo, Educational Psychology; M.Ed., University of Toledo, School Counseling; B.A., University of Toledo, Psychology
Contact Information: Email: sgillig@stu.edu; Phone: 305-628-6539

Program Description: The Doctor of Education in Leadership program allows individuals who have completed a master's or a specialist degree to deepen their vision as organizational leaders and enhance their skills in strategic leadership, planning, research, global change, social media, ethics, digital instruction and distance learning, sports administration, administration, consulting, and public policy applied to a variety of organizational settings.

DOCTOR OF EDUCATION (Ed.D.) IN EDUCATIONAL LEADERSHIP

Ed.D. in Educational Leadership Program Learning Outcome
The Ed.D in Educational Leadership is designed to prepare graduates who can:
1. Analyze effective and innovative leadership skills that impact desired performance outcomes within an organization.
2. Examine the effects of changing needs in global and diverse organizational settings. organizational settings.
3. Formulate evidence-based solutions to organizational issues and challenges.
4. Conduct empirical research that addresses emerging issues in organizational and educational practice.

Ed.D. in Educational Leadership, Specialization in Administration Learning Outcomes
The Ed.D in Educational Leadership, Specialization in Administration Program is designed to prepare graduates who can:
1) Evaluate effective and innovative leadership skills that impact the desired performance outcomes within an organization.
2) Formulate evidence-based solutions to organizational issues and challenges.

Ed.D. in Educational Leadership, Specialization in Digital Instruction and Distance Learning Outcomes
The Ed.D in Educational Leadership, Specialization in Digital Instruction and Distance Learning is designed to prepare graduates who can:
1) Analyze effective leadership skills in digital education environments that measure the effectiveness of current and emerging technology skills and ideologies.
2) Examine the evolutionary implications of technology on diverse and globalized digital education environments.

Ed.D. in Educational Leadership, Specialization in Sports Administration Learning Outcomes
The Ed.D in Educational Leadership, Specialization in Sports Administration Program is designed to prepare graduates who can:
1) Design evidence-based strategies to address challenges and improve organizational practices.
2) Create effective leadership and management policies to advance organizational goals.

Program Requirements and Structure: The Ed.D program requires 60 credits of doctoral work beyond the master's degree, including 30 initial leadership credits, 15 specialization credits, 9 research credits, and 12 doctoral dissertation credits.

Leadership Core Courses 24 credits

ELI	801	Theory and Practice of Leadership
ELI	802	Ethics and Accountability
ELI	804	Leadership for Crisis and Change
ELI	805	Strategic Leadership and Global Change
ELI	814	Cross-Cultural Relations
ELI	815	Public Policy Leadership
ELI	818	Doctoral Inquiry
ELI	820	Issues in Ed Leadership

Specializations (Pick one) 15 credits

Specialization in Administration 15 Credits

ELI	803	Information Management
ELI	808	Human Resources Development
ELI	813	Leading a Learning Organization
ELI	816	Consulting Practices
*ELI	819	Talent Development & Coaching

Specialization in Digital Instruction & Distance Learning 15 Credits

EDT	810	IDT Theories and Models
EDT	830	Multimedia Design & Development
EDT	800	Fnd. Of Digital Educ. & Inst.
ELI	813	Leading a Learning Organization
*EDT	801	Digital Literacy & Citizen.

Specialization in Sports Administration 15 Credits

SPO	840	Legal Aspects of Sports Admin.
SPO	819	Sports Financial Management
SPO	844	Sports Marketing and Promotions
*SPO	846	Facility and Event Management
*SPO	848	Sports Psychology

Research Courses 9 credits

*RES 819 Research Methods (taken in initial sequence of 10 courses)
RES 821 Qualitative Research
*RES 820 Quantitative Research (taken as last course in the Ed.D. program)

Dissertation/Action Research 12 credits

DIS	900	Doctoral Research Proposal
DIS	901	Doctoral Research I
DIS	902	Doctoral Research II
DIS	903	Doctoral Research III
DIS	904	Doctoral Research Continuation (if needed)

TOTAL: 60 Credits

1. **Note: Eli 801 & ELI 820** will be taken as the first two courses in the Ed.D. program.
2. **Note: RES 819** is scheduled as the second-to-last course in the initial sequence of ten Ed.D. courses.

3. **Note: ELI 813** will be taken as the final course among the initial sequence of ten Ed.D. courses, during which the Program Learning Outcomes (PLOs) will be assessed.
4. **Note: ELI 819** will be the last course in the Ed.D. Administration specialization course sequence with two Ed.D. Specialization PLO measurements.
5. **Note: EDT 801** will be the last course in the EdD. Digital Instruction & Distance Learning specialization course sequence with the two Ed.D. Specialization PLO measurements.
6. **Note: SPO 848 & SPO 846** will be the last two courses in the EdD. Sports Administration specialization course sequence and taken in Spring term 1 & Spring Term 2 of the final year with the two Ed.D. Specialization PLO measurements.
7. **Note: RES 820** (regardless of specialization) will be the final non-dissertation course in the Ed.D. and will be used to measure the Ed.D. program learning outcome (PLO).

Ed.S./Ed.D. Policies

Continuous Registration for Doctoral Research Students:
Ed.D. Candidates (those who have fulfilled all the requirements for the degree, except for the dissertation or action research process) are expected to continuously enroll for DIS 904 Doctoral Research Continuation course in the semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. This DIS 904 class is ***not*** covered by financial aid.

Leave of Absence:
A student may apply in writing to the Program Director for a leave of absence from specialist or doctoral studies for up to one year. Students who do not obtain written approval will be considered withdrawn after one academic year of absence.

Recency of St. Thomas University Credit:
St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

Seven-Year Rule
All program requirements must be completed within seven (7) years of first enrollment in the Ed.D. program. If a student becomes inactive for one year or more, that student must reapply for admission to the Ed.D. program. At that time, the student must meet all current program and catalog requirements and will still have the same seven (7) years in total to complete all program requirements from start to finish.
NOTE: All requirements for the Ed.S. program must be finished within four (4) years from the initial enrollment date. This includes any transferred or substituted credits.

Ed.S. and Ed.D. Transfer Credit / Substitution Policy

- ***Ed.S. Program:*** Up to 6 credits from a second master's or specialist degree may be transferred or substituted into the Ed.S. program, subject to the general requirements that credits eligible for transfer, substitution, or articulation must have been completed within the past 7 years, with a grade of "B" or higher, and be identical to or closely aligned with the curriculum standards of the receiving program.
- ***Ed.D. Program:*** Up to 12 credits from a second master's or a specialist degree may be transferred or substituted into the Ed.D. program subject to the general requirements that credits eligible for transfer, substitution, or articulation must have been completed within the past 7 years, with a grade of "B" or higher, and be identical to or closely aligned with the curriculum standards of the receiving program. NOTE: For students entering the Ed.D. program after completing the St. Thomas University Ed.S. program, only up to an additional 6 credits may be transferred or substituted, beyond those already counted toward the Ed.S.

Policy on Transitioning from Ed.D. to Ed.S. Program

Ed.D. students who have completed more than nine credits as part of their Ed.D. program and who leave the Ed.D. program to enter the Ed.S. program cannot return to the Ed.D. program after transitioning to the Ed.S. program. To apply Ed.D. credits to the Ed.S. program, students must permanently leave the Ed.D. program.

Conditions for Transferring Credits from Ed.D. to Ed.S.

For students to permanently exit the Ed.D. and transfer credits into the Ed.S. program, the courses must have a grade of a "B" or higher, and the credits must be the same credits as those offered in the Ed.S. program.

Eligibility for Ed.S. Degree upon Exiting Ed.D. Program

Those Ed.D. students who maintain a "B" or higher GPA and have completed all 30 of the initial Ed.D. credits (which are the same as the Ed.S. credits) may apply to receive the Ed.S. degree if they exit the Ed.D. program. If students are lacking any of the 30 credits, they need to complete them in order to graduate from the Ed. S. program. Students choosing this option may not return to the Ed.D. program.

Incomplete Policy:

If the Ed.S. student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for that student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials.

INCOMPLETE

The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*Please refer back to the incomplete policy*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance, the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested.
3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Doctoral Research Handbook and Dissertation Publication Manual:
The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

Doctoral Candidacy & Research Process:
Doctoral research processes should reflect an original and scholarly research contribution applicable to the candidate's chosen area of specialization. Processes and products should demonstrate competent application of appropriate research methodologies and ethical guidelines in the investigation of a significant problem or issue. After completing the doctoral research process, students are strongly encouraged to apply for appropriate awards and opportunities to present and publish their work through scholarly outlets.

Doctoral students officially become candidates for the doctoral degree upon successful completion of their requisite non-doctoral research coursework. In addition, doctoral candidacy is contingent upon maintaining at least a 3.25 cumulative GPA for the doctoral program coursework.

All doctoral candidates are required to work with their doctoral research chair and submit a complete Institutional Review Board (IRB) application packet prior to collecting data to ensure ethical data collection, treatment, and analyses.

The Doctoral Research Proposal (DRP) is a substantial document in which the student develops their thought process as it relates to their plans for conducting research. The DRP focuses on the primary topic, research questions and research the student is planning to study.

The DRP is completed when the student is enrolled in DIS 900 Doctoral Research Proposal and represents the beginning stage of the dissertation/action research process. In DIS 900, each student will develop a student doctoral research profile and complete the Doctoral Research Chair selection process. After the Doctoral Research Chair has been identified, selected, and the chair confirms their willingness to participate in the process, the student will begin working with the Doctoral Research Chair in a mentor/mentee capacity. The dissertation/action research process is

intended to be completed over a 64-week, four-course (Doctoral Research Coursework) process.

Doctoral Dissertation Research Options:
Research can be defined as a systematic and persistent approach to answering questions (Gall, Gall, & Borg, 2007). Doctoral Candidates are required to prepare and present an original doctoral research project that demonstrates their ability to conduct ethical and methodologically sound research advancing the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education. Doctoral research products demonstrate the candidate's capacity for independent thought and application of the tools and methods of research to organizational issues and problems.

All doctoral research options focus on answering a critical question.

Option 1 – Traditional Dissertation – The dissertation process is generalizable to a given population or transferable to like contexts. It provides a traditional approach developing a five-chapter document explaining the context for the study, theoretical and conceptual foundations, methodology, findings, and conclusions/recommendations.

Option 2 – Action Research – The action research project is specifically applicable to a tangible means for advancing a given organization. These can include but are not limited to analytic reports, white papers, design, facilitation, and evaluation of curriculum, training, etc., ROI (Return on Investment) metric development and application, strategic planning and strategic implementation framework, comprehensive marketing plans, large-scale assessments, evaluation plans, processes, and metrics, and diffusion/adoption strategies. Candidates will work closely with their doctoral research chair and committee to choose which option can maximize benefit for the candidate and align with career aspirations. Approval will be granted based on accessibility, impact, and scope of the project.

All topics must be approved by the Candidate's Chair and communication should be maintained with the candidate's committee throughout the approval and development process. All options are structured to explain the purpose, provide context for the study through the identification and summary of previously published scholarly literature, share the research methods utilized and the resulting findings, and report the implications and recommendations for advancing organizations for the diverse fields of Ethical Leadership, Leadership Development, and Leadership Education.

Ethics of Doctoral Dissertation Research:
The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB). The IRB approval must follow a successful Dissertation Proposal defense as determined by the dissertation chair in collaboration with the dissertation committee members. The candidate should adhere to the IRB's Guidelines and get approval prior to proceeding with data collection efforts and subsequent portions of the dissertation/action research.

American Psychological Association (APA), Quality Control, and Style Test Requirements:

1. When the dissertation has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the library

for processing, binding, and ProQuest admissibility. Dissertations that fail to meet those requirements will be returned to students for revision and resubmission. The Dissertation Checklist must be strictly followed in the process of Final Review by the Chair and the Doctoral Candidate.

2. All St. Thomas University dissertations are subject to quality control to ensure a scholarly product. If a dissertation is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. The Dissertation is not complete, and the student will not graduate until the University Library official approves the final document.

Publishing the Doctoral Dissertation:
St. Thomas University requires that all dissertations be published in the St. Thomas University Library database and all students must submit their dissertations to ProQuest.

Doctoral Dissertation Abstracts:
Instruction for ProQuest's Dissertation Abstracts may be found at http://il.proquest.com/dissertationagree. St. Thomas University does not allow dissertations to be approved with restrictions or embargos on their publication. All dissertations are to be considered public and published documents available from Dissertation Abstracts and the St. Thomas University Library. All students are strongly encouraged to choose Open Access Publishing from ProQuest for their dissertations.

Incomplete Policy:
If a doctoral student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Director.

INCOMPLETE
The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (Please refer back to the incomplete policy) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. **The student must complete the Incomplete with the professor of record unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested. 3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.

4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence:
A student or candidate may apply in writing to the Program Director for leave from doctoral studies for up to one year. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.
St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Recency of St. Thomas University Credit:
All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements and will be given 7 years in total to complete all program requirements, including the successful defense of the dissertation.

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

EDUCATIONAL SPECIALIST (ED.S.) IN ADMINISTRATION [DELIVERY LOCATIONS: ONLINE]

Program Director: Scott E. Gillig, Ph.D.,
Academic Credentials: Ph.D., University of Toledo, Educational Psychology; M.Ed., University of Toledo, School Counseling; B.A., University of Toledo, Psychology
Contact Information: Email: sgillig@stu.edu; Phone: 305-628-6539

Program Description: The Educational Specialist (Ed.S.) in Administration program allows individuals who have completed a master's degree to earn a terminal degree while becoming an ethical leader and administrator in education, business, or industry. The Ed.S. in Administration will prepare students for doctoral studies. The degree is delivered 100% online. This specialist program features all doctoral faculty and all doctoral coursework in a 30-credit program that can be completed in as little as 18 months. This degree will deepen students' vision as organizational administrators and enhance their skills in strategic planning, research, global change, social media, ethics,

digital instruction and distance learning, administration, consulting, and public policy applied to a variety of organizational settings.

Educational Specialist (Ed.S.) program in Administration Program

Learning Outcomes
The Educational Specialist (Ed.S.) program in Administration Program is designed to prepare graduates who can:
1) Analyze effective and innovative leadership skills that impact desired performance outcomes within an organization.
2) Examine the effects of changing needs in global and diverse organizational settings.
3) Evaluate evidence-based solutions to organizational issues and challenges.
4) Analyze empirical research that addresses emerging issues in organizational and educational practice.

Educational Specialist (Ed.S.) program in Administration Program Learning Outcomes Assessment:
1) Module 2 Assessment: Write a paper analyzing and reviewing an organization's team learning and how it impacts growth and innovation.
2) Examine and evaluate social, institutional, and professional factors that affect organizational learning.
Module 1 Assessment : Write a paper analyzing and reviewing the need for organizational learning and its impact on employee development and institutional growth.
3) Module 4 Discussion: How can conflict resolution help to keep an organization growing, innovating, and moving forward?
4) Module 6 Assessment: Review case studies and write a case study analysis connected to organizational learning, growth intellectual capital, or another topic in this course.

Program Requirements and Structure: The Ed.S. program requires 30 credits of specialist work beyond the master's degree.

The Ed.S. Course Sequence		**30 credits**
*ELI	801	Theory and Practice of Leadership (first course)
ELI	802	Ethics and Accountability
ELI	804	Leadership for Crisis and Change
ELI	805	Strategic Leadership and Global Change
ELI	814	Cross-Cultural Relations
ELI	815	Public Policy Leadership
ELI	818	Doctoral Inquiry
*ELI	820	Issues in Ed Leadership (second course)
*RES	819	Research Methods (ninth course)
*ELI	813	Leading a Learning Organization (tenth course)

1. **Note: Eli 801 & ELI 820** will be taken as the first two courses in the Ed.S. program.
2. **Note: RES 819** is scheduled as the second-to-last course in the Ed.S. program.
3. **Note: ELI 813** will be taken as the final course in the Ed.S. program, during which the Program Learning Outcomes (PLOs) for both the Digital Instruction & Distance Learning Specialization and the Administration Specialization will be assessed.

Ed.S./Ed.D. Policies

Ed.S. Transfer Credit Policy
Ed.S. transfers – Up to 6 credits from a second masters or a specialist degree are allowed (transfer credits must have been completed within the last 7 years). Transfer credits must have a grade of a "B" or higher and must be equivalent to the credits they are replacing.

Ed.D. Transfer Credit Policy
Ed.D. transfers – Up to 12 credits from a second masters or a specialist degree are allowed (transfer credits must have been completed within the last 7 years). Transfer credits must have a grade of a "B" or higher and must be equivalent to the credits they are replacing. Students entering the Ed.D. program who have completed the St. Thomas University Ed.S. program will be limited to transfer up to an additional six credits over those credits already transferred into the Ed.S. program.

Policy on Transitioning from Ed.D. to Ed.S. Program
Ed.D. students who have completed more than nine credits as part of their Ed.D. program and who leave the Ed.D. program to enter the Ed.S. program cannot return to the Ed.D. program after transitioning to the Ed.S. program.

Conditions for Transferring Credits from Ed.D to Ed.S.
For students to permanently exit the Ed.D. and transfer credits into to the Ed.S. program, the courses must have a grade of a "B" or higher and the credits must be the same credits as those offered in the Ed.S. program.

Eligibility for Ed.S. Degree upon Exiting Ed.D. Program
Those Ed.D. students who maintain a "B" or higher GPA and have completed all 30 of the initial Ed.D. credits (which are the same as the Ed.S. credits) may apply to receive the Ed.S. degree if they exit the Ed.D. program.

Incomplete Policy:
If the Ed.S. student is unable to complete all the assigned work for a particular class due to significant and extenuating circumstance, it may be necessary for that student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials.

INCOMPLETE
The grade of Incomplete (I) may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the end date of the following semester as posted in the academic calendar (*Please refer back to the incomplete policy*) or they automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. **The student must complete the Incomplete with the professor of record, unless that professor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.**

In order to be considered for an Incomplete, all of the following conditions must be met:

1. The student has completed the majority of the course assignments for which grades are awarded.
2. The student is passing the course when the Incomplete is requested.

3. Significant or exceptional circumstances have occurred preventing the student from completing all of the course requirements. Examples of circumstances beyond the control of the student may include, but are not limited to: sudden illness, death in the immediate family, significant job change, etc.
4. The student has requested an Incomplete from the instructor and presented a reasonable written plan to complete the required coursework prior to the completion deadline.
5. Alternatively, if an instructor deems it appropriate, a student could be given a "CP" (Course in Progress) grade at the end of the course providing additional time for the submission of assignments/benchmark tasks in progress. This designation must be accompanied by a required end date for completion and/or acceptance of the assignment/benchmark task.

Leave of Absence: A student may apply in writing to the Program Director for leave from specialist studies for up to one year. Students who have not been granted a leave of absence in writing by the Program Director will be deemed to have withdrawn after one academic year of absence.

Recency of St. Thomas University Credit: St. Thomas University credits taken within seven (7) years may be accepted toward degree requirements with the approval of the Dean or designee. No St. Thomas University credits older than seven (7) years will be applied toward degree requirements (see "Recency of St. Thomas University Credit" in the Graduate Catalog).

Four Year Rule All program requirements must be completed within four (4) years of first enrollment in the specialist program. If a student becomes inactive for one year or more, that student must reapply for admission to the specialist program. At that time, the student must meet all current program and catalog requirements and will be given four (4) years in total to complete all program requirements.

Financial Aid: Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

AMATURO SCHOOL OF THEOLOGY AND MINISTRY

Rev. Rafael Capó
Dean of the School of Theology & Ministry,
Vice President for Mission & Ministry

Rev. Hilary O. Nwainya
Associate Dean of the School of Theology & Ministry

Faculty: Rev. Rafael Capo, Rev. Hilary Nwainya, Rev. Alfred Cioffi, Rev. Grzegorz Rozborski

Vision: To form and equip the next generation of leaders in pastoral ministry who engage with contemporary culture and effectively announce the Gospel.

Mission: To cultivate a renewed Christian mind and vision through rigorous, accessible, online graduate programs grounded in solid theological principles, and to advance research in the areas of theology, evangelization, and ministry leadership.

MASTER OF ARTS IN THEOLOGY

Delivery Locations: Online

Program Director: Aaron D. Henderson, PhD
Academic Credentials: PhD, Ave Maria University; MA, University of Dallas; BA, Benedictine College
Contact Information: Email: ahenderson3@stu.edu; Phone: 305-628-6515

PROGRAM DESCRIPTION
Vision: The Master of Arts in Theology forms leaders in the New Evangelization through a rich theological and ministerial curriculum. The program aims to provide students with a renewed Christian mind and vision — an intellectual and spiritual formation capable of engaging the postmodern, post-Christian culture.

Mission: To educate men and women with theological expertise and pastoral skills within a community of faith and scholarship for use in service of the Church and society. The mission is modeled in the following ways:

1. Courses that ground the student in the Catholic theological tradition and pastoral ministry practice.
2. Opportunities for interaction among faculty and students beyond the classroom.
3. Online instruction, use of multiple media, and new research technologies.
4. Individual advisement as an integral element of students' educational program.
5. A rich multicultural experience provided by a diverse student body and learning opportunities.
6. An ecumenical and interfaith appreciation grounded in the Catholic intellectual and artistic tradition.

ADMISSION REQUIREMENTS:

1. Online Graduate Application
2. A Bachelor's degree with a cumulative GPA of at least 3.0.
3. Current CV (with list of references)
4. Two confidential recommendation letters speaking to the applicant's potential for success in theological graduate studies.
    1. The first reference should be a priest, deacon, religious, or minister
    2. The second reference should be a professor, supervisor, or mentor
5. A brief personal statement explaining the reason for pursuing the degree (at least 250 words, not to exceed 500 words)

MA IN THEOLOGY COURSE REQUIREMENTS 36 credits

Theological Foundations 27 credits

"Theology's proper task is to understand the meaning of revelation" *(Donum Veritatis §*10). The theological foundations core provides students the opportunity to explore the depths of revelation — establishing a solid base for considering concrete situations in a ministerial concentration.

STM	500B	MA Theology Orientation	0
STM	500	Theological Research and Writing*	3
STM	513	Fundamental Theology	3
STM	521	Hebrew Scriptures	3
STM	522	Christian Scriptures	3
STM	531	Christian Thought I	3
STM	532	Christian Thought II	3
STM	541	Theological Ethics	3
STM	732	Christology	3
STM	737	Sacramental Theology	3

***STM 500 must be taken during the first year of study.**

Bioethics Specialization: 9 credits

These courses provide a solid foundation in Catholic moral theology and the ability to apply relevant ethical principles to bio-medical cases. Students choose courses based on their needs and availability.

Note: BIO 513 is required for all students in the Bioethics Specialization.

Required Course:

BIO 513 Fundamentals of Catholic Bioethics**: 3 credits

Elective Courses (Choose two):

BIO 600 Bioethics of Human Population & Earth's Ecosystem 3 credits
BIO 601 Bioethical Decisions in Healthcare Services 3 credits

BIO 602 Beginning of Human Life Bioethics	3 credits
BIO 603 End of Human Life Bioethics	3 credits

Fundamentals of Catholic Bioethics (Required): This course equips students with the knowledge and skills to critically evaluate current bioethical issues, integrating knowledge from empirical sciences, philosophy, and moral theology according to the Catholic tradition.

Evangelization Specialization: 9 credits

These courses develop competence in evangelization. Students choose courses based on their needs and availability. Note: STM 591 is required for all students in the Evangelization Specialization.

Required Course:

STM 591 Ministerial Capstone**	3 credits

Elective Courses (Choose two):

STM 600 Evangelization	3 credits
STM 601 Catechetics	3 credits
STM 581 Spiritual Practices in/for Ministry	3 credits
STM 512 Method in Ministry	3 credits

Ministerial Capstone (Required): This course assists students in developing theological and ministerial skills by requiring them to reflect on and apply their academic knowledge in specific ministry contexts. Through supervised practice and structured reflection, students demonstrate the integration of theological learning with pastoral actions.

Program Student Learning Outcomes

1. Demonstrate knowledge of four major fields of Christian theology that inform ministry: systematics, scripture, ethics, and practical theology.
2. Demonstrate the use of a pastoral theological method.

Program Student Learning Outcomes Assessment: These outcomes are demonstrated through the successful completion of 36 credits and the Ministerial Capstone Project with an oral presentation.

Transfer of Credit

In consultation with the program director, up to 12 graduate credits may be accepted from a regionally or ACPE-accredited institution, evaluated on a course-by-course basis for their appropriateness to the degree. Please see the Transfer of Credit Statement in the Academic Policy and Regulations section of the Graduate Catalog for further information.

Course Sequence

No specific course sequence is required, and no prerequisites are mandatory. Students should consult their advisor as they plan their studies. Foundational courses follow a two-year cycle with two required courses offered each fall and spring. While the School does not in any way guarantee that specific courses will be offered at certain times, the ordinary sequence for required coursework is based on a two-year rotation.

ADDITIONAL POLICIES

Academic Standing: To remain in good academic standing, students must maintain a cumulative GPA of at least 3.0 and be continuously enrolled. Students who do not register for a course within 1 year of acceptance must reapply to the program.

Leave of Absence and Deferments: Students who need to interrupt their studies and suspend their active student status while remaining in good standing must obtain approval from the dean or program director of the School of Theology and Ministry. A leave of absence is granted for no more than one year in duration, ending at the start of the fall semester, and must be renewed if needed for more than one year.

DEGREE IN THEOLOGY AND LEADERSHIP (Ph.D.)
[Delivery Location: Online]

Program Director: Aaron D. Henderson, PhD
Academic Credentials: PhD, Ave Maria University; MA, University of Dallas; BA, Benedictine College
Contact Information: Email: ahenderson3@stu.edu; Phone: 305-628-6515

PROGRAM DESCRIPTION

Vision: The PhD in Theology and Leadership offers students advanced theological formation, preparing them for theological scholarship and research, as well as competent and effective ministry and leadership in the Church.

Mission: The PhD program in Theology and Leadership is designed to prepare candidates to make significant contributions to public knowledge through theological inquiry while forming them to become effective leaders grounded in Catholic Theological Ethics. By preparing knowledgeable and committed leaders, the PhD in Theology and Leadership program will form students known for their intellectual acumen, excellent leadership qualities, and their commitment to serve the local and global mission of the church in the 21st century.

ADMISSIONS REQUIREMENTS:

1. A graduate degree in theology, religious studies, divinity, or related field from an accredited institution in the United states, or the equivalent, or the cumulative GPA of at least 3.0 (Official transcripts must be submitted. For transcripts to be considered official, they must be mailed directly from the institution or sent by them electronically through a secure server.)
2. A completed STU application (apply.stu.edu)
3. Current CV (with list of references)
4. Writing sample (e.g., a publication, MA thesis, MA research paper, etc.)
5. Two confidential recommendation letters speaking to the applicant's potential for success in theological doctoral studies.
    1. The first reference should be a priest, deacon, religious, or minister.
    2. The second reference should be a professor, supervisor, or mentor
6. Interview with program director and/or academic dean of Theology

7. A brief personal statement explaining the reason for pursuing the degree (at least 250 words, not to exceed 500.

PhD Program in Theology & Leadership Requirements 54 credits

The program consists of at least 54 academic credits distributed as follows: 24 credits are in Theological Foundations, 12 credits in Pre-Candidacy Electives, 6 credits in Research and Comprehensive Examination, and 12 credits in Candidacy and Dissertation.

Program Learning Outcomes:

1. Demonstrate expert knowledge of scholarly literature and fundamental concepts in the various subfields of theology.
2. Integrate theological principles for pastoral leadership in the dissertation.
3. Exhibit writing skills that meet the level of professional publication standards.
4. Formulate a unique contribution to the field of theological knowledge and pastoral leadership.

Program Learning Performance Indicators: Performance indicators are assessed using through the comprehensive examination, dissertation, and the oral defense of the dissertation.

Theological Foundations Core Pre-Candidacy Courses 24 credits

STM	800	PhD Theology Orientation*	0 credits
STM	802	Introduction to Doctoral Research*	3 credits
STM	811	Introduction to Practical Theology	3 credits
STM	812	Ecclesiology	3 credits
STM	862	Scripture Studies for Practical Theology	3 credits
STM	870	Theology of Leadership	3 credits
STM	878	Theology, Leadership, & Integral Ecology	3 credits
STM	912	Sacramental Theology	3 credits
STM	913	Catholic Social Teaching	3 credits

STM 800 & 802 must be taken in the first term by new PhD students in Theology.

Pre-Candidacy Electives 12 credits

Students select four courses from the following:

STM	813	Evangelization & Mission	3 credits
STM	871	Hispanic-Latino Ministry & Leadership	3 credits
STM	872	Business, Theology, & Leadership	3 credits
STM	873	Theology of Education	3 credits
STM	874	Health Care, Theology, & Leadership	3 credits
STM	875	Addiction & Pastoral Care	3 credits
STM	876	Theology & Spirituality of Sports	3 credits
STM	877	Migration & Pastoral Care	3 credits
STM	911	Formation and Spirituality in Practical Theology	3 credits

Research and Comprehensive Examination 6 credits

STM	807	Theological Research I	3 credits
STM	808	Theological Research II	3 credits
STM	900	Doctoral Comprehensive Exam	0 credits

Dissertation	**12 credits**
DIS900 Doctoral Research Proposal	3 credits
DIS 901 Doctoral Research I	3 credits
DIS 902 Doctoral Research II	3 credits
DIS 903 Doctoral Research III	3 credits
DIS 904 Doctoral Research Continuation (if needed)	1 – 3 credits
DDF 000 Dissertation Defense Course	0 credits

Pre-Candidacy Stage
Pre-candidacy extends from the student's commencement in the program through the successful completion of the comprehensive examination. During this time, 40 credit hours of doctoral coursework are completed. This period of study is designed to engage the student with the length and breadth of the literature necessary for joining the scholarly conversation. Pre-candidacy courses invite the student to enter into a dialogue with works that help define theology and its engagement with philosophy, the social sciences, and leadership.

Comprehensive Examination
The Comprehensive Examination is intended to evaluate a student's competence in the fields of theology and leadership. To complete the pre-candidacy stage of the program and formally begin the dissertation process, a doctoral student must complete a summative evaluation requirement. The student completes this requirement by successfully passing a Comprehensive Examination in both written and oral form. The Comprehensive Examination is zero credit, but a passing grade must be awarded before the formal dissertation process can begin.

DISSERTATION STAGE

Dissertation Research and Proposal
Students will engage in a series of courses that will help them to begin conducting substantial research on their topic of interest. This phase will culminate in the crafting of a dissertation proposal. A dissertation proposal formalizes the study of a topic at the intersection of theology and leadership that has been understudied or insufficiently studied.

The proposal offers a roadmap for the dissertation and ordinarily includes a presentation of the research problem, an examination of the literature and research question(s), presentation of design and relevant methods, and discussion of potential challenges and contributions. It contains a description of proposed chapter titles, a detailed timeline program for completion, and a list of references critical to the work. Once the student's Dissertation Committee approves the student's proposal, the student may proceed with writing the dissertation (repeating DIS 904 for the duration of the dissertation process as necessary).

Dissertation Committee
The dissertation committee consists of a chair and at least two other members. Any person may be designated a lead reader, usually commensurate with that person's area of specialization and expertise. The chair must be drawn from St. Thomas University faculty. It is the chair's duty to coordinate institutional relationships and to convene the committee. The lead reader initially reviews the candidate's work, particularly the most specialized portion of the candidate's work. Decision-making by the committee follows a consensus model.

Candidates must formally and successfully defend their dissertation proposal before their dissertation committee prior to formally commencing dissertation writing. The

dissertation committee is formally constituted upon the successful defense of the prospectus.

Dissertation Evaluation
Dissertations are defended before the dissertation committee, who are responsible to sign the dissertation title page upon a successful defense. Such a defense must occur before the midpoint of the fall or spring semester if the dissertation writer is to graduate in that semester.

After a successful defense, the dissertation undergoes a final format review. Once the format check is completed and fully approved, the dissertation is submitted for publication to ProQuest, the dissertation publisher of record for the University. Doctoral graduation may not proceed until the Office of the Registrar has been notified of dissertation publication by ProQuest.

Doctoral Research Handbook and Dissertation Publication Manual:
The Doctoral Research Handbook and Dissertation Publication Manual provide a set of policies and procedures that govern doctoral study. The Dissertation Publication Manual provides specific guidelines for producing a dissertation.

Ethics of Doctoral Dissertation Research:
The primary responsibility for ensuring ethical conduct throughout the dissertation process, and ethical treatment of subjects, lies with the doctoral candidate and the dissertation chair. Studies involving human subjects must meet all the requirements of St. Thomas University policy on human subjects and must be approved by the Institutional Review Board (IRB).

The IRB approval must follow a successful Dissertation Proposal defense as determined by the dissertation chair in collaboration with the dissertation committee members. The candidate should adhere to the IRB's Guidelines and get approval prior to proceeding with data collection efforts and subsequent portions of the dissertation/action research.

Publishing the Doctoral Dissertation:
St. Thomas University requires that all dissertations be professionally edited and published in the St. Thomas University Library database and all students must submit their dissertations to ProQuest. All dissertations must strictly adhere to the most current APA guidelines.

ADDITIONAL POLICIES

Academic Standing
To remain in good academic standing, a student must maintain a cumulative grade point average of at least 3.0.

Continuous Registration for Doctoral Research Students:
Ph.D. Candidates (those who have fulfilled all the requirements for the degree, except the dissertation or action research process) are expected to continuously enroll for (DIS 904 Doctoral Research: Continuation) in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. The DIS 904 course is ***not*** covered by financial aid.

A candidate who does not register for two (2) consecutive semesters during an academic year will be required to re-apply to the program if the student chooses to

complete the program. Readmission is based on the evaluation of reapplication materials and the discretion of the program director and Academic Dean.

Length of Program
All requirements for the doctorate must be completed within seven consecutive years from the commencement of doctoral studies. A one-time, one-year extension may be granted upon application to, and written approval from, the dean of the School of Theology and Ministry. No further extension may be given under any circumstances.

Leave of Absence and Deferments
Students or candidates who need to interrupt their program of studies, and thereby suspend their active student status while remaining in good standing, must obtain approval from the dean of the School of Theology and Ministry. Such a leave of absence is given for no more than a year in duration, ending at the start of the fall semester, and must be renewed should it be necessary for more than one year. A leave of absence does not change the length of the program, which remains seven years from the commencement of doctoral studies. One year deferments may be granted to those who have been admitted to the program and need to defer their initial start date.

Recency of St. Thomas University Credit:
All program requirements, including the successful defense of the dissertation, must be completed within seven (7) years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the doctoral program. At that time, the student must meet all current program and catalog requirements. The time to complete all program requirements, including the successful defense of the dissertation/completion of the action research project will be calculated from the initial (first) enrollment in the doctoral program not to exceed a total of seven years.

Request for Extension to Complete Doctoral Program.
Students who are unable to complete their doctoral program within the seven years may petition for an extension for up to one additional year. In order to process your application, the following must be met:
1. Student must be in the dissertation phase prior to the application.
2. The Dissertation Extension Request must be completed and submitted prior to the end of the seven-year limit.

Financial Aid:
Various forms of financial aid may be available to students enrolled in the doctoral program. Information on financial aid may be obtained from the University's Financial Aid Office.

GUS MACHADO COLLEGE OF BUSINESS

"Ethics and Leadership Are the Keys to Success"

Dean, College of Business
David A. Edwards, DBA

Faculty: S. Amado Blunt, L. Courtley-Todd, P. DelPiano, D. Edwards, R. Epling, H. Gringarten, S. Hassan, L. Knowles, N. Mathew, L. Mitchell, J. Peart, J. Rocha, A. Rzyczycki, C. Skilling, S. Song.

Mission: The Gus Machado College of Business provides superior academic opportunities to diverse populations in support of the university's mission to develop ethical leaders in the global community.

The College of Business faculty is driven by a passion to develop the next generation of leaders. Working closely with faculty, students will expand upon the business concepts and principles necessary for success in today's globally competitive business environment and borderless society. Each program emphasizes both business theories and principles along with their practical application.

Following graduation, St. Thomas University alumni will have a mastery of advanced skills and business knowledge to help them succeed in the 21st century economy. Many graduates take advantage of the growth of international business in South Florida and use their graduate degree to help them become leaders of industry in their communities.

Vision: To be among the most academically recognized, multi-cultural schools of business worldwide, advocating academic excellence, continuous improvement, scholarship, strong ethical values, and collaborative community engagement in a dynamic and challenging global environment.

MASTER OF ACCOUNTING (MAC)
[Delivery Locations: Main Campus]

Program Director: Solange Amado Blunt, EDBA, MBA, MA, CPA, CGMA
Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami
Contact Information: 305-474-6957; samadoblunt@stu.edu
Program Advisor(s): S. Amado Blunt, L. Mitchell

Program Description: The Master of Accounting degree program provides the student with intensive professional preparation in accounting and with an opportunity to specialize in Public Accounting. The program is designed to enhance the professional development and competence of students and professionals who are planning to enter public accounting, public institution accounting, or private accounting.
All College of Business graduate academic standards apply, including the requirement that students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Any student who does not register for two consecutive semesters/three consecutive nine-week terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply. Upon completion of the Master of Accounting degree, the graduate should meet the requirement of the Florida State Board of Accountancy for 30 credits of education beyond the baccalaureate degree**. The final determination of one's eligibility to take the Uniform CPA Examination rests with the State Board.

MASTER OF ACCOUNTING REQUIREMENTS — 30 - 54 credits
[Delivery Locations: Main Campus and Online]
To earn the Master of Accounting degree, the student must successfully complete:

Preparatory courses (if required)	9
Prerequisite courses (if required)	15
Required accounting courses	15
Required management courses	6
Accounting elective courses	9

MASTER OF ACCOUNTING — 30 – 54 credits

Preparatory Courses (if required)	**9 credits**
ACC 530 Essentials of Accounting	3
BUS 532 Statistical Analysis for Management	3
BUS 724 Foundation for Business Studies	3
Prerequisite Courses (if required)	**15 credits**
ACC 510 Intermediate Accounting I	3
ACC 511 Intermediate Accounting II	3
ACC 513 Accounting Information Systems	3
ACC 514 Income Tax Accounting	3
ACC 533 Management Accounting I: Cost Accounting	3
Required Accounting Courses	**15 credits**
ACC 502 Advanced Auditing	3
ACC 503 Management Accounting II - Cost Analysis	3
ACC 504 Advanced Accounting Information Systems	3
ACC 505 Advanced Taxation	3
ACC 508 International Accounting	3
Required Management Courses	**6 credits**

BUS 777	Data Analytics for Business	3
MAN 510	Management Ethics	3

Accounting Electives Courses **9 credits**

Three courses from:

ACC 501	Internal Auditing	3
ACC 512	Advanced Issues in Accounting	3
ACC 540	Fraud Examination	3
ACC 541	Forensic Accounting	3
ACC 542	Forensic Accounting Practice Issues	3
ACC 543	Computer Auditing and Investigation	3
ACC 605	Seminar in Accounting Theory	3
ACC 755	Seminar: Selected Topics in Accounting	3
ACC 781	International Taxation	3
ACC 783	Tax Research	3
ACC 785	Taxation of Estates, Trusts and Gifts	3
ACC 790*	Accounting Internship I	3
ACC 791*	Accounting Internship II	3

*These courses are available with some restrictions and only with the advanced approval of the MAC Program Director.

Prerequisites

Although an undergraduate degree in accounting or its equivalent is a prerequisite for admission to the MAC, it is possible for an applicant to be admitted to the MAC program with a baccalaureate degree in another business discipline or some other discipline if he or she agrees to complete the prerequisites for the MAC program. Each prerequisite must be taken before the student may take the advanced graduate course related to the prerequisite.

If a student is admitted without one or more prerequisites, he or she must successfully complete the prerequisite course(s) before he/she can take the graduate course(s) for which the prerequisite(s) is (are) necessary.

Some students with an undergraduate degree in accounting may be interested in completing their graduate accounting education by earning our MBA specialization in Accounting. Although the general admission requirements for the MBA differ from those for the MAC, the accounting prerequisites are the same for both graduate programs in Accounting if the student intends to take the CPA exam in Florida**.

*** According to the Florida Department of Business and Professional Regulation (DBPR), the 120 semester hours are required to sit for the CPA exam:*

1. *24 semester hours to include:*
2. *coverage in auditing and cost accounting,*
3. *three (3) semester hours of financial accounting and three (3) semester hours of taxation, both of which must be based on USA accounting standards.*
4. *Total upper-division general business hours required of the 120 semester hours:*
5. *24 semester hours to include:*
6. *three (3) semester hours of business law based on USA Law.*

All accounting courses and at least 21 semester hours of general business courses must be at the upper-division level.

All general business courses must be taken at the upper-division level, except for Introductory Macro and Micro Economics, Introductory Statistics, Business Law, Introduction

to Computer Information Systems, and any written or oral communication course described in Rule 61H1-27.002(2)(b), F.A.C.

Upper-division accounting courses in excess of the accounting requirement may be used to meet the general business requirement. Elementary accounting courses are not accepted for accounting or general business credit. Elementary accounting subjects include principles of financial and managerial accounting courses even if they are covered in a three-course sequence, are titled "introductory," "fundamentals," or "principles," and even if they are at the graduate level.

Please note that to obtain the CPA license in Florida, you need a total of 150 semester hours of college credit. Within those 150 hours, there are specific requirements for upper-level accounting and business courses: 30 semester hours of upper-division accounting and 36 semester hours of upper-division business courses. Additionally, one year of relevant work experience is required.

- *https://www2.myfloridalicense.com/certified-public-accounting/education-requirements/*
- *https://www2.myfloridalicense.com/certified-public-accounting/licensure/*

MASTER OF ACCOUNTING – PUBLIC ACCOUNTING SPEC: 33-57 credits
[Delivery Location: Main Campus]
To earn the Master of Accounting – Public Accounting specialization, the student must successfully complete the following:

Preparatory courses (if required)	9
Prerequisite courses (if required)	15
Required accounting courses	18
Required management courses	6
Accounting elective courses	9

MASTER OF ACCOUNTING – PUBLIC ACCOUNTING SPEC: 33-57 credits

Preparatory Courses (if required)		**9 credits**
ACC 530	Essentials of Accounting	3
BUS 532	Statistical Analysis for Management	3
BUS 724	Foundation for Business Studies	3
Prerequisite Courses (if required)		**15 credits**
ACC 510	Intermediate Accounting I	3
ACC 511	Intermediate Accounting II	3
ACC 513	Accounting Information Systems	3
ACC 514	Income Tax Accounting	3
ACC 533	Management Accounting I: Cost Accounting	3
Accounting		**18 credits**
ACC 502	Advanced Auditing	3
ACC 503	Management Accounting II - Cost Analysis	3
ACC 504	Advanced Accounting Information Systems	3
ACC 505	Advanced Taxation	3
ACC 508	International Accounting	3
ACC 515*	CPA Exam Review 1 (FAR & AUD)	1.5
ACC 516*	CPA Exam Review 2 (REG & ISC/TCP/BAR)	1.5
Management		**6 credits**
BUS 777	Data Analytics for Business	3
MAN 510	Management Ethics	3

Accounting Electives **9 credits**

One course from:

ACC 501	Internal Auditing	3
ACC 512	Advanced Issues in Accounting	3
ACC 540	Fraud Examination	3
ACC 541	Forensic Accounting	3
ACC 542	Forensic Accounting Practice Issues	3
ACC 543	Computer Auditing and Investigation	3
ACC 605	Seminar in Accounting Theory	3
ACC 755	Seminar: Selected Topics in Accounting	3
ACC 781	International Taxation	3
ACC 783	Tax Research	3
ACC 785	Taxation of Estates, Trusts and Gifts	3
ACC 790*	Accounting Internship I	3
ACC 791*	Accounting Internship II	3

*These courses are available with some restrictions and only with the advanced approval of the MAC Program Director.

Prerequisites

Although an undergraduate degree in accounting or its equivalent is a prerequisite for admission to the MAC, it is possible for an applicant to be admitted to the MAC program with a baccalaureate degree in another business discipline or some other discipline if he or she agrees to complete the prerequisites for the MAC program. Each prerequisite must be taken before the student may take the advanced graduate course related to the prerequisite.

If a student is admitted without one or more prerequisites, he or she must successfully complete the prerequisite course(s) before he/she can take the graduate course(s) for which the prerequisite(s) are necessary.

MASTER OF BUSINESS ADMINISTRATION (MBA)

Program Director: Jose Rocha, PhD
Academic Credentials: PhD, Florida International University; MS, University of Miami MBA, State University of New York at Buffalo; BS, Tec de Monterrey
Contact Information: 305-474-6009; jgrocha@stu.edu
Program Advisor(s): S. Amado Blunt, R. Epling, H. Gringarten, S. Hassan, N. Mathew, J. Peart, J. Rocha, S. Song

Program Description: The St. Thomas University Master of Business Administration degree is designed for students who are currently in, or plan to enter, responsible positions of management. The MBA program provides a balance between the quantitative and qualitative aspects of management, including ethical leadership, and focuses on the needs of part-time students who may have special concerns because of their employment responsibilities. The MBA also provides an opportunity for full-time students to complete the degree program in a year and a half or less, depending upon course load.

St. Thomas offers two options for students interested in pursuing a Master of Business Administration, a General MBA or an MBA with intensive preparation in one of nine areas: accounting, cyber security management, data analytics, human resource management, international business, finance, marketing, management, or sports administration. Additionally, St. Thomas offers a joint JD (Law) and MBA degree with a specialization in International Business, or Sports Administration. The joint degree program requires prior acceptance into the University's School of Law in addition to separate admission into the MBA program.

The St. Thomas University Master of Business Administration program has full-time and part-time faculty representing a broad background in management, human resource management, finance, marketing, international business, sports administration, and accounting.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
1. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.33

DEGREE PROGRAMS:
The program consists of thirty (30) credits, eighteen (18) credits of core courses and twelve (12) credits in the area of specialization. An additional three preparatory courses might be required to provide the needed base-skills for those students who have not successfully completed the following undergraduate equivalencies: accounting-6 credits, economics-6 credits, and business statistics-3 credits.

Fourteen areas of specialization are offered: Accounting, Cyber Security Management, Business Data Analytics, Data Science, Finance, Marketing, Human Resource Management, International Business, Management, Sports Administration, Sports Tourism, and General MBA, Supply Chain Management, and Healthcare Administration. Part-time students taking two courses per eight-week term can complete the program in less than one and a half years, if no preparatory courses are needed. Please note that the MBA in Accounting may not satisfy the requirements for the CPA; students should speak with a program director before enrolling.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than two consecutive semesters or three consecutive eight-week terms results in withdrawal from the University, thereby subjecting the student reapplication procedures.

Student outcomes will be assessed in the capstone course BUS 704 Policy, Planning and Strategy Systems. All other graduate academic policies apply.

MASTER OF BUSINESS ADMINISTRATION 30-39 credits

Preparatory Courses (if required)

ACC	530	Essentials of Accounting	3
BUS	532	Statistical Analysis for Management	3
BUS	724	Foundation for Business Studies	3

Core Courses 18 credits

One of the following courses:

MAN	510	Management Ethics	3
or			
MAN	700	Organizational Behavior	3
or			
SPO	510	Sports Ethics**	3

Then the following courses:

BUS	777	Data Analytics for Business	3
ACC	770*	Managerial Accounting	3
BUS	672	Global Marketing Concepts and Strategies	3
FIN	751	Financial Management	3
BUS	704	Policy, Planning and Strategy Systems	3

* For the MBA in Accounting, students who have completed the undergraduate accounting major prerequisites should substitute a fifth course from the specialization for ACC 770.
**For Sports Administration specialization only.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than two consecutive semesters or three consecutive eight-week terms results in withdrawal from the University, thereby subjecting the student reapplication procedures.

Student outcomes will be assessed in the capstone course BUS 704 Policy, Planning and Strategy Systems. All other graduate academic policies apply.

[Delivery Locations: Main Campus and Online]
Accounting Specialization* 12-15 credits**

Four* of the following courses:

ACC	501	Internal Auditing	3
ACC	502	Advanced Auditing	3
ACC	503	Management Accounting II-Cost Analysis	3
ACC	504	Advanced Accounting Information Systems	3
ACC	505	Advanced Taxation	3
ACC	508	International Financial Reporting Standards	3
ACC	512	Advanced Issues in Accounting	3
ACC	540	Fraud Examination	3
ACC	541	Forensic Accounting Applications	3
ACC	542	Forensic Accounting Practice Issues	3

ACC	543	Computer Auditing and Investigation	3
ACC	605	Seminar in Accounting Theory	3
ACC	755	Seminar: Selected Topics in Accounting	3
ACC	790**	Accounting Internship I	3

[Delivery Locations: Main Campus and Online]
Business Data Analytics Specialization **12 credits**

Four courses chosen from:

BUS	708	Business Data Management	3
BUS	709	Business Data Apps	3
CIS	541	Fundamentals of Data Science (Foundation)	3
BUS	792**	Business Internship I	3

One of the following courses:

BUS	710	Bus Data Visualization	3
CIS	546	Data Visualization (Data Display)	3

[Delivery Locations: Main Campus and Online]
Cyber Security Management Specialization **12 credits**

Four of the following courses:

BUS	511	Cyber Security Management Law	3
or			
BUS	607	Cyber Law, Policy & Security	3
BUS	536	Entrepreneurship	3
CIS	673	Cyber Security Governance+	3
CIS	674	Enterprise Information Security[+]	3
CIS	675	Cyber Security Operations+	3
CIS	677	Cyber Security Technologies	3
BUS	792**	Business Internship I	3

[+] These courses will help students to prepare for the Information Systems Audit and Control Association (ISACA) – Information Security Manager Competency Skills Certification Program.

[Delivery Location: Main Campus]
Data Science Specialization **12 credits**

Four courses chosen from:

CIS	541	Fundamentals of Data Science (Foundation)	3
CIS	544	Data Mining and Machine Learning (Data Processing)	3
CIS	546	Data Visualization (Data Display)	3
CIS	548	Data Engineering	3
CIS	545	Big Data Warehouse	3
Pre-Requisite:	CIS 548 Data Engineering		3
BUS	792**	Business Internship I	3

[Delivery Locations: Main Campus and Online]
Finance Specialization **12 credits**

Four of the following courses:

ACC	508	International Financial Reporting Standards	3
BUS	536	Entrepreneurship	3
FIN	741	Investment Analysis	3
FIN	742	Financial Markets and Intermediaries	3
FIN	746	Global Investment and Risk Management Strategies	3
FIN	772	International Finance and Banking	3
BUS	792**	Business Internship	3

[Delivery Locations: Main Campus and Online]
General Specialization **12 credits**

Students pursuing the General MBA Specialization must take four courses chosen from:

If the student took:

MAN	510	Management Ethics	3

MUST TAKE:

MAN	700	Organizational Behavior	3

If the student took:

MAN	700	Organizational Behavior	3

MUST TAKE:

MAN	510	Management Ethics	3
ACC	503	Management Accounting II-Cost Analysis	3
BUS	536	Entrepreneurship	3
BUS	533	Quantitative Methods for Business	3
BUS	774	Issues and Applications in Import/Export	3
FIN	772	International Finance and Banking	3
MAN	607	Human Resource Planning & Staffing	3
SPO	540	Sports Media and Public Relations	3
BUS	792**	Business Internship I	3

[Delivery Location: Online]
Healthcare Administration Specialization **12 credits**

Students pursuing the Healthcare Administration Specialization take the following courses.

HQIS	610	U.S. Healthcare Delivery	3
HQIS	630	Healthcare Quality	3
HQIS	650	Healthcare Policy	3
HQIS	660	Healthcare Strategy	3
BUS	792**	Business Internship I	3

[Delivery Locations: Main Campus and Online]
Human Resource Management Specialization **12 credits**

Take the following:

MAN	703	Human Resource Management	3

Then select three of the following courses:

MAN	607	Human Resource Planning & Staffing	3
MAN	701	Organizational Design & Theory	3
MAN	712	Labor-Management Relations	3
MAN	727	Organizational Development	3
MAN	729	Human Resource Development	3
MAN	730	Compensation Administration	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

[Delivery Location: Main Campus]
International Business Specialization* ** **12 credits**

Four of the following courses:

BUS	536	Entrepreneurship	3
BUS	771	International Business Law	3
FIN	772	International Finance and Banking	3
BUS	774	Issues and Applications in Import/Export	3
BUS	775	International Business	3

BUS	795	International Management	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

[Delivery Location: Main Campus]
Management Specialization **12 credits**

Four of the following courses:

ACC	503	Management Accounting II-Cost Analysis	3
BUS	536	Entrepreneurship	3
BUS	670	Advanced Operations Management	3
BUS	795	International Management	3
FIN	742	Financial Markets and Intermediaries	3
MAN	703	Human Resource Management	3
MAN	710	Legal and Regulatory Aspects of Management	3
SPO	544	Sports Marketing & Promotions	3
SPO	546	Facility and Event Management	3
BUS	792**	Business Internship I	3

[Delivery Locations: Main Campus and Online]
Marketing Specialization **12 credits**

Four of the following courses:

BUS	536	Entrepreneurship	3
BUS	606	Global Social Media Management	3
BUS	613	Strategic Brand Management	3
SPO	544	Sports Marketing & Promotions	3
BUS	702	Marketing in Emerging Markets	3
BUS	750	Strategic Marketing Management	3
BUS	792**	Business Internship I	3

[Delivery Locations: Main Campus and Online]
Sports Administration Specialization* ** **12 credits**

Take the following:

SPO	719	Legal Aspects of Sports Administration	3

Then choose three of the following courses:

SPO	503	History of Sports	3
SPO	504	Sport in Modern Society	3
SPO	506	Sports Tourism Development	3
SPO	510	Sports Ethics	3
SPO	540	Sports Media and Public Relations	3
SPO	543	Sports Financial Management	3
SPO	544	Sports Marketing and Promotions	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services	3
SPO	548	Sports Psychology	3
SPO	549	Athletic Fundraising	3
SPO	551	Negotiation in the Sports Industry	3
SPO	552	Governance of Intercollegiate Athletics	3
SPO	717	Seminar/Principles of Sports Administration	3
SPO	750	Issues in Sports Administration	3
SPO	755	Special Topics in Sports Administration	3
SPO	790	Supervised Internship	3

[Delivery Location: Main Campus]
Sports Tourism Specialization **12 credits**

Four of the following courses:

BUS	536	Entrepreneurship	3
SPO	506	Sports Tourism Development	3
SPO	507	Global Sports Tourism	3
SPO	508	Florida Sport Tourism	3
SPO	546	Facility and Event Management	3
SPO	547	Principles of Leisure Services	3
SPO	790	Supervised Internship	3

[Delivery Locations: Main Campus and Online]
Supply Chain Management Specialization **12 credits**

Students pursuing the Supply Chain Management Specialization take the following courses.

BUS	533	Quantitative Methods for Business	3
BUS	670	Advanced Operations Management	3
BUS	769	Intermodal Logistics	3
BUS	774	Issues and Applications in Import/Export	3
BUS	792**	Business Internship I	3

[Delivery Locations: Main Campus and Online]
Tourism and Hospitality Management **12 credits**

Students pursuing the Tourism and Hospitality Management Specialization take the following courses.

THM	501	Contemporary Topics and Issues	3
THM	502	Performance and Evaluation in Hospitality and Tourism	3
SPO	507	Global Sports Tourism	3

One of the following courses:

BUS	794	Seminar in Business Administration	3
BUS	789	Graduate Project	3
BUS	792**	Business Internship I	3

*The MBA-Accounting specialization is designed to enable a student who has earned an undergraduate degree in accounting from a regionally accredited institution to complete the educational requirements for the CPA exam in Florida while earning the MBA degree. The MBA-Accounting on ground student may substitute BUS 792 Business Internship I one graduate accounting course for the accounting core course (ACC 770-Managerial Accounting); and therefore, this specialization requires only nine core courses (27 credits) rather than ten (30 credits).

If the student is considering taking the Uniform CPA Examination in Florida, he/she must work with his/her program advisor prior to beginning the program. Final determination of one's eligibility rests with the Florida State Board of Accountancy. If the student does not want to take the CPA examination in Florida or any other state requiring a fifth year of accounting education, that student may agree in writing that his or her pursuit of an MBA-Accounting degree is not for the purpose of qualifying to take the CPA examination.

**These courses are available with some restrictions and only with the advance approval of the Program Coordinator/Director.

***The joint JD (Law) and MBA program in International Business or Sports Administration requires prior acceptance into the University's School of Law in addition

to admission into the MBA degree program during the spring term of the law student's first year. Six (6) credits from the student's Law program will transfer to the MBA. The following grid shows what Law School courses are required, with satisfactory completion, to replace/substitute for the designated MBA courses.

+ These courses will help students to prepare for the IBM entry level Security Systems Training Paths and Certification Programs.

MASTER OF INTERNATIONAL BUSINESS (MIB)
[Delivery Locations: Main Campus]

Program Director: Nicholas Mathew, PhD
Academic Credentials: PhD, MBA, Clevland State University
Contact Information: 305-628-6534;
Program Advisor(s): H. Gringarten, S. Hassan, N. Mathew, J. Peart

Program Description: This program is designed for those graduate students who desire to pursue a career in any of the many aspects of International Business, such as international trade and commerce, importing and exporting, in a global or multinational organization. Successful completion of an undergraduate degree serves as an entry foundation, regardless of the major at the undergraduate level. All accepted applicants are required to have completed courses in Accounting, Economics and Statistics. A series of faculty-directed, self-paced courses are available to assist those candidates who have not met these requirements.

The Master of International Business (MIB) program has an exclusive international focus and is designed to enable graduates to operate successfully in positions of managerial responsibility in global corporations. The 30 credit curriculum combines quantitative and basic business skills (15 credit hours) needed for sound decision-making with an international business core (15 credit hours) to provide students with a uniquely global perspective. [Prerequisites may apply, see Degree Program Section]. Cross-cultural management skills and regional business practices are essential components of the program. Business internships are also available.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
To earn the Master of International Business degree, the student must successfully complete:

Management-related courses	15 credits
Required international business courses	12 credits
International business electives	3 credits

An additional three preparatory courses might be required to provide the needed base-skills for those students who have not successfully completed the following undergraduate equivalencies: 6 credits in accounting (3 credits in Accounting Principles I, and 3 credits in Accounting Principles II), 6 credits in economics (3 credits in Microeconomics, and 3 credits in Macroeconomics). Preparatory courses are offered in a three (3) semester hour, self-paced, independent-study format.

Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program. Failure to register for more than one semester (or two

consecutive nine-week) terms results in withdrawal from the University. See Academic Policies.

Student outcomes will be assessed in the capstone course BUS 775 – Seminar in International Business, in which the student must earn a B or higher. All graduate academic policies apply.

MASTER OF INTERNATIONAL BUSINESS REQUIREMENTS			**30-36 credits**
Preparatory Courses (if required)			**6 credits**
ACC	530	Essentials of Accounting	3
BUS	724	Foundation for Business Studies	3
General Requirements			**15 credits**
MAN	503	Applied Research Methods	3
FIN	751	Financial Management	3
ACC	508	International Financial Reporting Standards	3
MAN	510	Management Ethics	3
MAN	700	Organizational Behavior	3
International Business Core Requirements			**12 credits**
BUS	672	Global Marketing Concepts & Strategies	3
BUS	775	International Business	3
BUS	771	International Business Law	3
BUS	795	International Management	3
Electives			**3 credits**
Take ONE of the following courses:			
ACC	770	Managerial Accounting	3
BUS	536	Entrepreneurship	3
BUS	774	Issues and Applications in Import/Export	3
BUS	792*	International Business Internship and Field Experience	3
FIN	772	International Finance and Banking	3

*Credits for the optional course BUS 792, International Business Internship/ Field Experience, can be obtained by either completing a business internship with a multinational firm or by attending approved course work at overseas institutions.

SPORTS ADMINISTRATION GRADUATE PROGRAMS

Program Director: Robert Epling, Ph.D.
Academic Credentials: PhD, University of Tennessee; MED and BS University of Georgia
Contact Information: Robert Epling: 305-474-6049; repling@stu.edu
Program Advisor(s): R. Epling, S. Song

Program Description:

St. Thomas University's Master of Science in Sports Administration builds on a proud legacy as one of the nation's pioneering programs in the preparation of sport administrative leaders. Rooted in the Catholic intellectual tradition, the program prepares students for leadership excellence across the global sports industry.

Located in Miami — an international hub for sport — students engage directly with premier professional, collegiate, and community organizations, gaining authentic experience that bridges classroom learning and professional practice. Through rigorous study and applied opportunities, graduates develop the knowledge, skills, and ethical foundation to lead with integrity and impact across the sport profession.

The Gus Machado College of Business classrooms, auditorium, and offices offer students state of the art facilities and an outstanding learning environment. Having started the nation's first undergraduate Sports Administration program 1973, St. Thomas University has long been a recognized leader and innovator in the business of sports. As part of this innovation, students aspiring to land Fútbol (soccer) business executive positions can now pursue a specialization in Global Fútbol Management as part of our MS. in Sports Administration. Our network of over 2000 alumni (Bachelors, Masters, JD, DBA) have careers in nearly every aspect of the sports industry.

MSSA Program Learning Outcomes

PLO 1: Demonstrate ethical leadership and principled decision-making in the administration of sport organizations.

PLO 2: Apply strategic, legal, and organizational principles to address complex challenges in sports administration.

PLO 3: Conduct applied research to inform decision-making in sport organizations.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.5

MASTER OF SCIENCE (MS) IN SPORTS ADMINISTRATION
[Delivery Locations: Main Campus and Online]

Program Director: Robert Epling, Ph.D
Academic Credentials: Robert Epling: PhD, University of Tennessee; MED and BS University of Georgia;
Contact Information: Robert Epling: 305-474-6049; replying@stu.edu
Program Advisor(s): R. Epling, S. Song

Program Description: The Master of Science in Sports Administration at St. Thomas University prepares students for excellence in leadership across the global sports industry. Anchored in Catholic values and located in Miami—an international center for sport—our program combines rigorous academics with hands-on experience, offering students a unique opportunity to engage directly with the dynamic realities of professional, collegiate, and community-based sports organizations.

MS IN SPORTS ADMINISTRATION **30 credits**

Required Courses		**15 credits**
MAN 503	Applied Research Methods	3
SPO 510	Sports Ethics	3
SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 790	Supervised Internship or approved course sub	3

Guided Electives chosen from:		**15 credits**
SPO 503	History of Sports	3
SPO 504	Sport in Modern Society	3
SPO 506	Sports Tourism Development	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 789	Directed Readings	3
SPO 791	Supervised Internship II	3
Other Business and/or Management electives as available		3

MS SPORTS ADMINISTRATION - GLOBAL FUTBOL MANAGEMENT 30 credits
Program Description: The Global Fútbol Management Specialization is designed to address rapidly expanding opportunities in soccer management, both domestically and internationally. This innovative 10-course program, offered in partnership with the Global Institute of Sport prepares students for leadership roles in soccer administration by combining advanced academic instruction with real-world industry exposure.

Global Fútbol Management Specialization **30 credits**

Required Courses		**15 credits**
MAN 503	Applied Research Methods	3
SPO 510	Sports Ethics	3

SPO 717	Seminar/Principles of Sports Administration	3
SPO 719	Legal Aspects of Sports Administration	3
SPO 790	Supervised Internship or approved course sub	3

Global Futbol Management Specialization: 15 credits

SPO 600	Leading Futbol Organizations	3
SPO 601	Futbol Fan Engagement	3
SPO 602	Futbol Finance	3
SPO 603	Futbol Operations Management	3
SPO 604	Applied Strat Dev/Global Sports Industry	3

Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

GRADUATE PROGRAM POLICY REMINDERS:

1. Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
2. Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University.
3. Student outcomes will be assessed in the capstone course SPO 717 Seminar/Principles of Sports Administration.
4. All other graduate academic policies apply.
5. Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

*** Joint JD (Law) and MBA Program with Specializations in International Business and Sports Administration (JD/MBA)

Three MBA specializations are available to St. Thomas law students: a Joint J.D. (Law) and MBA in International Business or Sports Administration. The joint JD/MBA degree program offers benefits to law students to pursue opportunities in these three business specializations.

Admission to a Joint Degree Program

Applicants for the JD/MBA joint program must apply separately to the School of Law and to The College of Business. Acceptance into the School of Law allows the student to begin the required first year law school program of study. The interested joint-degree student will make application by March 1 of the spring semester of the first year of law school to allow for a thorough review of the application materials (and interview process for Sports Administration). This will allow sufficient time for successful applicants to begin the joint degree program in May after their successful completion of the first year of law school.

To facilitate the application process for the joint JD/MBA program, the School of Law catalog directs applicants for the joint program to communicate directly with the MBA Chair within College of Business. In applying to the MBA program, the joint program applicant's law school application and supporting materials are transferred to the MBA program application. Admission into St. Thomas University's School of Law does not guarantee admission into any of the joint Master's degree programs.

The following grid shows what Law School courses are required with satisfactory completion to replace the designated MBA courses:

Joint JD/MBA Students take:	MBA International Business	MBA – Sports Administration
LAW 812 Federal Income Taxation	X	X
LAW 700 – International Law or LAW 832– International Business Transactions	Replaces BUS 771 or BUS 775	X
LAW 745 – Sports Law	X	Replaces SPO 719
LAW 819 Alternative Dispute Resolution	X	Replaces MAN 510
LAW 850 Professional Responsibility	Replaces MAN 510	X

Joint degree programs should consult with their law school advisor regarding courses from the masters' program that transfer into their law school program of student.

Students in the joint degree programs must complete all of the other 30 credits (plus any prerequisite accounting, business and economics courses) required for the MBA degree.

JOINT JD (LAW) AND MASTER'S DEGREES IN SPORTS ADMINISTRATION

Description: For the law student interested in working as a college athletics compliance officer, sports agent, commissioner of a sports league/conference, or any number of other sports-related legal careers, the JD/MS or JD/MBA in Sports Administration is an excellent choice. Students receive a first-rate legal education through the STU School of Law, right here on campus, while taking specialized sports administration classes towards their master's degree. The sports administration curriculum provides students with the unique skills necessary for success in this area through courses such as sports financial management, sports marketing, sports media/public relations, and athletic fundraising.

Admission to a Joint Degree Program
Applicants for the JD/MS-SA or MBA-SA joint program must apply separately to the School of Law and to The College of Business's graduate sports administration program. Acceptance into the School of Law allows the student to begin the required first year law school program of study. The interested joint-degree student will make application by March 1 of the spring semester of the first year of law school to allow for a thorough review of the application materials and interview process. This will allow sufficient time for successful applicants to begin the joint degree program in May after their successful completion of the first year of law school.

To facilitate the application process for the joint JD/MS-SA or JD/MBA-SA programs, the School of Law catalog should direct an applicant for the joint program to communicate directly with the Sports Administration Office within College of Business. In applying to the MS-SA or MBA-SA program, the joint program applicant's law school application and supporting materials are applicable to the MS-SA or MBA-SA program application. Admission into St. Thomas University's School of Law does not guarantee admission into either of the joint Master's degree programs.

The following grid shows what Law School courses are required with satisfactory completion to replace the designated MS or MBA courses:

All Joint JD /Sports Ad students take either:	MS – Sports Administration	MBA – Sports Administration
LAW 819 – Alternative Dispute Resolution	Replaces SPO Elective	MAN 510
LAW 745 – Sports Law	Replaces SPO 719	Replaces SPO 719

Joint degree students should consult with their law school advisor regarding courses from the master's programs that transfer into their law school program of study.

Students in the joint degree programs must complete all other MS (24 credits) and MBA (30 credits) plus any prerequisite accounting, business and economics courses) credits required for the degrees. All graduate policies apply (see other portions of the graduate catalog). Six (6) credits from the law school will be transferred to the MS in Sports

Administration. Six (6) credits from the law school will be transferred to the MBA in Sports Administration. Conversely 12 credits from the MBA or MS in Sports Administration will be awarded towards completion of the JD.

Joint J.D. and Master of Science in Sports Administration (JD/MS-SA) [Delivery Location: Main Campus]

(NOTE: The degree requirements that follow are ONLY for current St. Thomas University Law School students who are also pursuing the Master of Science in Sports Administration degree.)

COURSE REQUIREMENTS 24 credits

(In addition to the law degree course and credit requirements)

Required Courses: 3 credits

SPO 717	Seminar/Principles of Sports Administration (capstone)	3

Guided Electives 21 credits

Seven approved courses chosen from:

SPO 503	History of Sports	3
SPO 504	Sport in Modern Society	3
SPO 506	Sports Tourism Development	3
SPO 510	Sports Ethics	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship I	3

Joint J.D. (Law) and Master of Business Administration In Sports Administration (JD/MBA-SA) [Delivery Location: Main Campus]

(NOTE: The degree requirements that follow are for current St. Thomas University Law School students ONLY who are also pursuing the Master of Business Administration in Sports Administration degree.)

COURSE REQUIREMENTS 30-39 credits

(In addition to the law degree course and credit requirements)

Preparatory Courses: 9 credits

(May be waived depending on undergraduate preparation)

ACC 530	Essentials of Accounting	3
BUS 532	Statistical Analysis for Management	3
BUS 724	Foundation for Business Studies	3

Core Courses		**21 credits**
ACC 770	Managerial Accounting	3
BUS 704	Policy, Planning and Strategy Systems	3
BUS 775	International Business	3
BUS 750	Strategic Marketing Management	3
BUS 777	Data Analytics for Business	3
FIN 751	Financial Management	3
MAN700	Organizational Behavior	3

Sports Administration Specialization Requirements: 9 credits

Required Sports Administration Courses:

SPO 717	Seminar/Principles of Sports Administration	3

Then choose two of the following courses:

SPO 503	History of Sports	3
SPO 504	Sport in Modern Society	3
SPO 506	Sports Tourism Development	3
SPO 510	Sports Ethics	3
SPO 540	Sports Media and Public Relations	3
SPO 543	Sports Financial Management	3
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 547	Principles of Leisure Services	3
SPO 548	Sports Psychology	3
SPO 549	Athletic Fundraising	3
SPO 551	Negotiation in the Sports Industry	3
SPO 552	Governance of Intercollegiate Athletics	3
SPO 750	Issues in Sports Administration	3
SPO 755	Special Topics in Sports Administration	3
SPO 790	Supervised Internship	3

Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

GRADUATE PROGRAM POLICY REMINDERS:

1. Students are required to maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
2. Failure to register for more than one semester or two consecutive nine-week terms results in withdrawal from the University.
3. Student outcomes will be assessed in the capstone course SPO 717 Seminar/Principles of Sports Administration.
4. All other graduate academic policies apply.
5. Each student, in conjunction with his/her advisor, designs an approved program of study taking into account the student's prior academic programs, areas of interest, and course availability.

DOCTOR OF BUSINESS ADMINISTRATION (DBA)

[Delivery Location: Main Campus & Online]

Program Director: Seok-Ho Song, PhD
Academic Credentials: PhD, University of New Mexico; MS, Southern Illinois University; BS, University of Incheon, South Korea
Contact Information: 305-474-6909; ssong@stu.edu_
Program Advisor(s): S. Amado-Blunt, R. Epling, H. Gringarten, S. Hassan, L. Knowles, N. Mathew, J. Peart, J. Rocha, S. Song

Program Description: The Doctor of Business Administration (DBA) is designed to prepare individuals for management positions as executive leaders or for faculty positions in higher education. The program requires completion of 60 credit hours of Doctoral level course work beyond the master's degree. It is ideal for candidates who have earned a Masters of Business Administration or Masters in the fields related to the specializations. There are three specializations: Management, Cyber Security Management, and Sports Administration.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a master's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 3.0

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN MANAGEMENT

[Delivery Location: Online]

Program Advisor(s): H. Gringarten, N. Mathew, J. Peart, S. Song

Specialization Description: The DBA in Management specialization prepares graduates in a Business background, with a strong focus on the management of people, policies, and products. This program also trains scholar/practitioners who possess skills and knowledge to solve real world issues in business/management environment. Students will establish a strong research base by participating in the program. The program requires completion of 60 credit hours of doctoral level course work beyond the master's degree.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.
International Students: In addition to the items listed above, International Students applying for the on campus program are required to provide the following:

1. Foreign transcripts in the original language and an English copy.
2. A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.
3. International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have

demonstrated proficiency in the English Language, are exempt from the TOEFL.

DEGREE REQUIREMENT DBA in Management

DBA Common Courses 24 Credits

BUS 813	Brand Management Strategy
MIS 879	Information Management Ethics
BUS 806	Global Social Media Marketing
BUS 836	Entrepreneurship and Business Development
SPO 855	Leadership Theory and Practice in Management
MAN 810	Contemporary Legal Issues in Management
BUS 874	International Business Strategy
DEL 802	Moral Imagination and Decision-Making

MANAGEMENT SPECIALIZATION REQUIREMENTS 15 credits

Five of the following courses:

MAN 801	Organization Design and Theory
BUS 804	Research Design in Business Administration
MAN 812	Labor-Management Relations
MAN 827	Organizational Development
MAN 867	Seminar I: Issues in Management
MAN 868	Seminar II: Issues in Management
BUS 895	International Management

RESEARCH REQUIREMENTS 21 credits

Research Core 9 credits

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation) 12 credits

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED 60 credits

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN CYBER SECURITY MANAGEMENT
[Delivery Location: Online]

Program Director: Seok-Ho Song, PhD
Academic Credentials: PhD, University of New Mexico; MS, Southern Illinois University; BS, University of Incheon, South Korea
Contact Information: 305-474-6909; ssong@stu.edu
Program Advisor(s): S. Amado Blunt, N. Mathew, J. Rocha, S. Song

Program Description: The Doctor of Business Administration in Cyber Security Management (DBA-CSM) is designed to prepare individuals for management positions in the information security profession and faculty positions in higher education. The degree program prepares graduates to be leaders in business and academia through a strong series of Business and Cyber Security Management courses that focuses on topics at the intersection of theory and contemporary cyber security issues. The focus is on addressing complex security problems in organizations through understanding and application of latest research in information security. Thus, as part of the program students establish strong research skills. The program requires completion of 60 credit hours of doctoral level course work beyond the master's degree.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.

DEGREE REQUIREMENT DBA IN CYBER SECURITY MANAGEMENT

DBA Common Courses **24 Credits**

BUS 813	Brand Management Strategy
MIS 879	Information Management Ethics
BUS 806	Global Social Media Marketing
BUS 836	Entrepreneurship and Business Development
SPO 855	Leadership Theory and Practice in Management
MAN 810	Contemporary Legal Issues in Management
BUS 874	International Business Strategy
DEL 802	Moral Imagination and Decision-Making

CYBER SECURITY REQUIREMENTS **15 credits**

Five of the following courses:

BUS 807	Cyber Law, Policy & Security
MIS 873	Cyber Security Governance
MIS 874	Enterprise Information Security
MIS 876	Cyber Security Risk Management

MIS 830	Special Topics in Cyber Security Management
MIS 802	Information Security Management Seminar
MIS 803	Information Privacy Seminar

RESEARCH REQUIREMENTS **21 credits**

Research Core **9 credits**

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation) **12 credits**

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED **60 credits**

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

DOCTOR OF BUSINESS ADMINISTRATION (DBA) IN SPORTS ADMINISTRATION
[Delivery Locations: Main Campus and Online]

Program Director: Seok-Ho Song, PhD
Academic Credentials: PhD, Sports Administration, University of New Mexico; MS, Recreation Administration, Southern Illinois University; BS, Athletic Training, University of Incheon, South Korea
Contact Information: 305-474-6909; ssong@stu.edu
Program Advisor(s): R. Epling, S. Song

Program Description: The Doctor of Business Administration (DBA) in Sports Administration is designed to prepare individuals for management positions in the sports industry and faculty positions in higher education. The degree program prepares graduates in a Business and Sports background, as well as establishing a strong research base. The program requires completion of 60 credit hours of doctoral level course work beyond the master's degree. It is ideal for candidates who have earned a Masters of Business Administration or a Master's degree in Sports Administration/Management or related fields.

Transfer of Credit: In consultation with the program director an additional 12 credits may be accepted toward the remaining 60 credits, if the student has obtained two Master's degrees from a regionally accredited institution.

International Students: In addition to the items listed above, International Students applying for the on-campus program are required to provide the following:

1. Foreign transcripts in the original language and an English copy.
1. A financial declaration and supporting documentation by each international applicant. This requirement applies only to candidates who intend to apply for a Student Visa.

International students educated in foreign institutions where the language of instruction is not English are required to submit the results of the Test of English as a Foreign Language (TOEFL). Applicants are required to submit a TOEFL score of at least 550 on the paper-based test, 6 on English Language Testing System (ELTS), 213 on the computer-based test, or 79 on the Internet-based test or their equivalents. Applicants transferring from U.S. or non-U.S. institutions where the language of instruction is English, who have demonstrated proficiency in the English Language, are exempt from the TOEFL.

DEGREE REQUIREMENT DBA IN SPORTS ADMINISTRATION

DBA COMMON COURSES **24 Credits**

BUS 813	Brand Management Strategy
MIS 879	Information Management Ethics
BUS 806	Global Social Media Marketing
BUS 836	Entrepreneurship and Business Development
SPO 855	Leadership Theory and Practice in Management
MAN 810	Contemporary Legal Issues in Management
BUS 874	International Business Strategy
DEL 802	Moral Imagination and Decision-Making

SPORTS ADMINISTRATION REQUIREMENTS **15 credits**

Five of the following courses:

SPO 840	Sports Media and Public Relations

SPO 843	Sports Financial Management
SPO 844	Sports Marketing and Promotions
SPO 846	Facility and Event Management
SPO 848	Sports Psychology
SPO 852	Governance of Intercollegiate Athletics

RESEARCH REQUIREMENTS **21 credits**

Research Core **9 credits**

RES 819	Foundations of Research
RES 820	Quantitative Research
RES 821	Qualitative Research

Doctoral Research (Dissertation) **12 credits**

DIS 900	Doctoral Research Proposal
DIS 901	Doctoral Research I
DIS 902	Doctoral Research II
DIS 903	Doctoral Research III
DIS 904	Doctoral Research Continuation (if needed)

TOTAL CREDITS REQUIRED **60 credits**

Doctoral Dissertation: A candidate for the doctoral degree is required to prepare and present a doctoral dissertation that demonstrates a capacity for independent thought and for the application of the tools and methods of research to organizational issues and problems.

The DBA dissertation is a document that demonstrates a student's professional proficiency in a discipline or subject. It can also make a compelling case for changes in policy or practice that will enable an organization to more effectively accomplish its mission.

The dissertations will report on a research project or study, or an extended analysis of a topic. The structure of the dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project or study.

Ongoing Registration: All doctoral students must make regular progress through the program's required course work. Once enrolled in the program, a doctoral student is expected to enroll in at least one course per semester until completion of course work. A doctoral student may request in writing to be excused from enrolling in a particular semester. The Program Director will review and approve these requests.

Time Limit: All program requirements, including the successful defense of the dissertation, must be completed within seven years of first enrollment in the doctoral program. If a student becomes inactive for one year or more, that student must reapply for admission to the DBA program.

College of Health Sciences and Technology

"Leaders Make the Discoveries That Build Our Future"

Jeffery Plunkett, PhD
Dean, College of Health Sciences and Technology

Faculty: J. Blandon, J. Dawlabani, M. de Armas Ricard, Sr. Catherine Mary Loggins, SCTJM, M. Manolo, P. Maul, I. Medina, S. Mehdipour Ataee, M. Monaco, S. Montgomery, P. Noizaire, B. Parento, M. Pina, J. Plunkett, K. Smith, R. Sthapit, L. Turek, J. Sotomayor Paez, C. Williams, D. Woodward,

Mission: The faculty of the College of Health Sciences and Technology, teach the methods of science, health, engineering, and math to future leaders in the sciences by immersing them in a modern learning environment, featuring close student-faculty engagement in leading-edge research programs.

College Overview: The College of Health Sciences and Technology offers Masters programs in the health, life, and computer sciences. Emphasis is on preparation for further graduate and professional schools, as well as preparation for professional positions in health care, and high-technology industries.

The College of Health Sciences and Technology includes programs for professionals, scientists, and engineers to advance their careers into executive leadership positions, requiring strategic decision-making, interdisciplinary skills and the ability to successfully manage resources. Programs focus on the interdependence of technology and management as the core foundation required to prepare students to become technical leaders.

Faculty pursue research and other scholarly activities and are committed to delivering an outstanding science and health-related education to students. Students learn current health, science, and technology in the laboratory, in the classroom and by participating in faculty-directed research, tailored to students' needs.

The College offers Master of Science degrees in Applied Kinesiology, Cybersecurity & Analytics, Data Analytics.

MASTER OF SCIENCE (MS) Data Science
(Delivery Location: Main Campus)

Program Director: Bernard Parenteau, PhD
Academic Credentials: PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)
Contact Information: 305-623-2353; bparenteau@stu.edu
Program Advisor(s): J. Blandon, B. Parenteau, S. Allala, S. Mehdipour Ataee, J. Sotomayor Paez

Program Description: The M.S. in Data Science program is a one-year graduate program designed to provide real world experience in critical, analytical skills that are needed in the fast-growing field of data science and data analytics. It focuses on preparing students to formulate strategies and make critical decisions based on real data. The curriculum offers an intensive study of data mining, data visualization, machine learning, statistical modeling, and big data computing infrastructure and technologies. Training allows the students to sharpen their organizational and technical competencies to implement data gathering, cleansing, integration and modeling tasks and data asset analysis for applications in different fields. It is aimed at students who wish to become data scientists and analysts in professional and academic fields.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.5
3. Demonstrated math ability in undergraduate studies, with completion of pre-calculus or calculus with satisfactory grades preferred. Students may be advised, if necessary, to take the four courses below (or equivalent).

STA 2023	Applied Statistics
MAT 310	Advanced Statistics
COP 2073	Introduction to Data Science
COP 4764	Advanced Database Systems Development

MS IN BIG DATA ANALYTICS		**30credits**
Math Foundation Course		**6 credits**
MAT 502	Statistical Methods	3
MAT 602	Applied Machine Learning	3
Core Requirements		**18 credits**
CIS 541	Fundamentals of Data Science	3
CIS 543	Programming for Data Analytics	3
CIS 545	Data Warehousing	3
CIS 544	Data Mining and Machine Learning	3
CIS 546	Data Visualization	3
CIS 548	Data Engineering	3

Advanced Requirements		**3 credits**
CIS 626	Analytics Applications	3
or		
CIS 628	Cloud Services Fundamentals	3

Capstone		**3 credits**
CIS 680	Analytics Internship	3
or		
CIS 627	Analytics Capstone	3

PROGRAM LEARNING OUTCOMES: Graduates of the proposed M.S. program in Big Data Analytics will be able to:

1. Apply the theories and discern the key ethical, legal and social responsibilities of big data analytics technologies.
2. Implement the basic concepts and principles of big data analytics platform systems and practice its installation, setup, maintenance, and programming.
3. Analyze, design, and implement the data mining and machine learning algorithms for various analytics methods with system installation, maintenance, and programming.
4. Develop effective analytical algorithms and strategies in the real industries, such as bioinformatics, social network, and finance, among others.

PROGRAM LEARNING OUTCOMES (PLOs): The following table summarizes what the program outcomes are.

PLO #	**Program Learning Outcome**	**Bloom's Level**	**Assessment Method(s)**
PLO 1	Students will be able to apply the theories and discern the key ethical, legal and social responsibilities of data science technologies.	Apply	The outcome is assessed in the relevant sections of CIS 541, Fundamentals of Data Science, and CIS 504 Statistical Methods which are usually the first courses in the program.
PLO 2	Students will be able to implement the basic concepts and principles of data science platform systems and practice its installation, setup, maintenance, and programming.	Apply	The outcome is assessed via the Analytics Capstone class (CIS 627) or the Analytics Internship (CIS 680)
PLO 3	Analyze, design, and implement the data mining and machine learning algorithms for various analytics methods with system installation, maintenance, and programming.	Analyze	The outcome is assessed via a comprehensive analytics project in CIS 544 Data Mining & Machine Learning class

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.

3. Any student who does not register for two consecutive semesters/three consecutive terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

MASTER OF SCIENCE IN CYBERSECURITY & ANALYTICS (MSCSA)
[Delivery Locations: Main Campus]

Program Director: Bernard Parenteau, PhD
Academic Credentials: PhD, MS Computer Science (Florida International University); MS Economics (Florida International University); MBA, BA Anthropology (University of Florida)
Contact Information: 305-623-2353; bparenteau@stu.edu
Program Advisor(s): J. Blandon, B. Parenteau, S. Allala, S. Mehdipour Ataee, J. Sotomayor Paez

Program Description: The program is designed to provide a comprehensive understanding of Cyber Security & Analytics, and the major functional activities related to data science and information assets. The aim is to enable students to efficiently govern cyber security in an organization. The program utilizes a multidisciplinary approach to understanding problems faced by security executives. Students will learn about challenges in developing an effective use of data analytics to promote cyber security strategies, policies, and processes.

The Master of Science in Cyber Security & Analytics (MSCSA) program offers a unique multidisciplinary approach through the synergy and active participation of the St. Thomas University, Gus Machado College of Business and College of Science, Technology & Health's Data Science graduate program. Through this blended multidisciplinary approach, the Master of Science in Cyber Security & Analytics (MSCSA) program graduate students will have a wide variety of learning opportunities to apply in their professional careers with the necessary competitive skills for top operational, tactical, and strategic positions at management and executive levels.

The 30-credit curriculum combines cybersecurity and analytics courses (21 credit hours) and electives (9 credit hours) to provide students with a unique perspective. [Prerequisites may apply, see the degree program section below].

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
2. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.5

MASTER OF SCIENCE IN CYBERSECURITY & ANALYTICS 30 credits

To earn the Master of Science in Cyber Security & Analytics degree, the student must successfully complete:

General Requirements		**12 credits**
CIS 542	Internet Protocols & Network Management Security	3
CIS 608	Ethical Hacking for Business	3
CIS 675	Cybersecurity Operations	3
CIS 677	Cybersecurity Technologies	3
Data Analytics courses		**9 credits**
CIS 541	Fundamentals of Data Science	3
CIS 543	Programming for Data Analytics	3
CIS 548	Data Engineering	3
Specialization courses		**3 credits**
CIS 546	Data Visualization	3
or		
CIS 674	Enterprise Cybersecurity	3
Advanced Requirements		**3 credits**
CIS 626	Analytics Applications	3
or		
CIS 628	Cloud Services Fundamentals	3
Capstone		**3 credits**
CIS 627	Analytics Capstone	3
or		
CIS 680	Analytics Internship	3

PROGRAM LEARNING OUTCOMES (PLOs): The following table summarizes what the program outcomes are.

PLO #	Program Outcome	Learning Bloom's Level	Assessment Method(s)
PLO 1	Students will be able to recognize, plan, and deploy solutions to computer-based attacks and threats that will serve a student for professional success	Apply	The outcome is assessed via the final exams in the cybersecurity sequence; CIS 675 Cybersecurity Operations, and CIS 608 Ethical Hacking
PLO 2	Students will be able to Analyze, design, and implement data analytics using various data visualization and machine learning methods	Analyze	The outcome is assessed via CIS 541 Fundamentals of Data Science final exam

GRADUATION REQUIREMENTS:

1. Graduation application

2. Students must maintain a 3.0 (B) cumulative grade point average at all times for continuation in the program.
3. Any student who does not register for two consecutive semesters/three consecutive terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

MASTER OF SCIENCE IN APPLIED KINESIOLOGY
[Delivery Locations: Main Campus]

Program Coordinator: Dr. Laura Turek, ATC
Academic Credentials: Ed.D., Kinesiology University of North Carolina at Greensboro; M.S.Ed. Sports Medicine, University of Miami; M.S.Ed., Sport Administration, University of Miami; B.S. Physical Education and Athletic Training, Shenandoah University; Board Certified Athletic Trainer.
Contact Information: (305) 628-6846, lturek@stu.edu
Program Advisor(s): Dr. Laura Turek, Jason Dawlabani, Konar Smith, Michele Monaco

Program Description: The Master of Science (MS) in Applied Kinesiology is a dynamic and comprehensive graduate program designed to provide students with a deep understanding of the principles and practices that enhance human movement and performance. This program equips graduates with the knowledge and skills needed to excel in various professional settings, including sports coaching, fitness training, rehabilitation, and research.

Program Structure
The MS in Applied Kinesiology offers two distinct specializations to cater to the diverse interests and career aspirations of students:
1. Sports Coaching Specialization
2. Human Performance Specialization

Each track is designed to provide specialized knowledge and practical experience, ensuring graduates are well-prepared for their chosen career paths. A student can pick either the Internship or Thesis option. Internship is a 2-semester requirement to be an extension of classroom learning for competency checkoffs and a culminating final

presentation. The Thesis option is a 2-semester requirement working with a faculty member to produce a thesis proposal, data analysis, final research paper, and poster presentation on a topic related to the profession.

Sports Coaching Specialization

Sports Coaching specialization is tailored for individuals aspiring to become expert coaches at various levels, from amateur to professional sports. This specialization focuses on the development of coaching techniques, leadership skills, and the application of scientific principles to improve athletic performance.

Key Components:

1. **Coaching Methodologies:** In-depth study of effective coaching strategies and techniques.
2. **Sport Psychology:** Understanding the mental aspects of athlete development and performance.
3. **Team Dynamics:** Learning to manage and motivate teams and developing effective communication skills.
4. **Performance Analysis:** Techniques for assessing and improving individual and team performance.
5. **Ethics and Professionalism:** Emphasis on ethical considerations and professional standards in coaching.

Human Performance Specialization

The Human Performance specialization is designed for those interested in the science of enhancing physical performance and promoting overall health and wellness. This specialization emphasizes the application of biomechanics, exercise physiology, and nutrition to optimize human movement and function.

Key Components:

1. **Exercise Physiology:** Advanced understanding of how the body responds and adapts to physical activity.
2. **Biomechanics:** Study of the mechanical principles of human movement.
3. **Nutrition for Performance:** Role of nutrition in enhancing athletic performance and recovery.
4. **Strength and Conditioning:** Techniques for developing strength, endurance, and flexibility.
5. **Research Methods:** Training in research design and data analysis specific to human performance studies.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application (apply.stu.edu)
2. A background in Exercise Science, Kinesiology or Anatomy is very strongly recommended for the Human Performance Specialization but not required.
3. College transcripts showing a bachelor's degree conferred or in progress at a regionally accredited institution with a cumulative GPA of at least 2.5.

MASTER OF SCIENCE IN APPLIED KINESIOLOGY 30 Credits

To earn the Master of Science in Applied Kinesiology degree, the student must successfully complete:

Required Courses		**12 Credits**
SCI 500	Sports Nutrition	3 credits
SCI 507	Prevention & Recognition of Athletic Injuries	3 credits
SCI 508	Current Topics in Exercise & Human Performance	3 credits
SCI 509	Interpersonal Healthcare Approach	3 credits

Human Performance Courses		**12 Credits**
SCI 600	Biomechanics	3 credits
SCI 601	Research Methods	3 credits
SCI 602	Advanced Strength & Conditioning	3 credits
SCI 603	Advanced Clinical Exercise Physiology	3 credits

Sports Coaching Courses		**12 Credits**
SPO 546	Facility & Event Management	3 credits
SPO 548	Sports Psychology	3 credits
SCI 604	Coaching the Athlete	3 credits
SCI 606	Motor Learning	3 credits

Select Internship OR Thesis Track		**6 Credits**
SCI 701	Internship I	3 credits
SCI 702	Internship II	3 credits
SCI 703	Thesis I	3 credits
SCI 704	Thesis II	3 credits

PROGRAM LEARNING OUTCOMES:

PLO #	**Program Learning Outcome**	**Bloom's Level**	**Assessment Method(s)**
PLO 1 ***Common to both tracks***	Students will evaluate research and current topics in kinesiology and apply advanced methodologies to design, implement, and assess evidence-based programs. Emphasis will be placed on injury prevention strategies and the development of professional and interpersonal communication skills for effective practice across diverse populations.	Evaluate	Current topics research paper **SCI 508**
PLO 2 ***Human Perf track***	Students will analyze and apply advanced knowledge of anatomy, physiology, biomechanics and nutrition to evaluate physical function	Analyze	Competencies within **SCI 702 Internship II**

	and improve exercise prescription and performance outcomes		
PLO 3 ***Human Perf Track***	Students will create and critically assess individualized human performance plans by applying evidence-based practices, conducting laboratory and field-based testing, and communicating results in professional formats. _	Create	Competencies within **SCI 702 Internship II**
PLO 4 ***Coaching track***	Students will understand and adapt basic coaching methods using principles of motor learning, skill development, and performance psychology to support athletes and clients at different ages and ability levels.	Understand	Competencies within **SCI 702 Internship II**
PLO 5 ***Coaching track***	Students will apply evidence-based practices to plan, implement, and evaluate training sessions that incorporate injury prevention strategies, promote safe participation, and demonstrate ethical and professional conduct in coaching contexts.	Apply	Competencies within **SCI 702 Internship II**

Graduates of the M.S. in Applied Kinesiology will be able to:

1. Demonstrate an understanding of advanced concepts and application of theoretical knowledge to practical situations in Human Performance or Coaching.
2. Demonstrate professionalism and ethical leadership in the field of Kinesiology.
3. Demonstrate ability to analyze and use research methodologies appropriate to the discipline.

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must always maintain a 2.75 cumulative grade point average for continuation in the program.
3. Any student who does not register for two consecutive semesters/three consecutive terms will be considered withdrawn from the University, thereby subjecting the student to reapplication procedures. All other academic policies apply.

College of Nursing

"Nursing is an art: and if it is to be made an art, it requires an exclusive devotion as hard a preparation, as any painter's or sculptor's work." - **Florence Nightingale**

Nashat Abualhaija
Dean, College Nursing

Academic Credentials: Ph.D. in Nursing (Barry University); MSN (University of Pheonix); BSN (University of Alabama at Birmingham).
Contact Information: 305-474-6025; nabualhaija@stu.edu

Mission: The College of Nursing is committed to the formation of transformational global nursing leaders to engage in evidence-based practice, lifelong learning, and community service that reflects our Catholic identity and our mission of creating leaders for life.

Vision: Our vision at St. Thomas University College of Nursing is to create an atmosphere that is conducive to ethical leadership, transparency, excellence, integrity, and respect for diversity will characterize everything that we do. The vision of the College of Nursing is to:

- Prepare highly qualified nurses equipped with skills to fulfill baccalaureate nursing roles locally, nationally and internationally;
- Prepare graduates for ongoing and advanced nursing degrees for the betterment of our world; and
- Develop transformational global nursing leaders to contribute to the healthcare industry and address the health care needs of the citizens of Florida and around the world

At STU, each student is a unique, integrated, holistic human being who is influenced by the complex interaction of biological, psychological, developmental, sociological, economic and cultural elements as part of a multicultural society. As a nursing student, you will be challenged to acquire scientific knowledge base and critical thinking skills of the discipline of nursing, incorporate professional nursing behaviors, develop technical and decision-making skills, embody ethics into your practice, and gain awareness of

self and others' value systems as part of STU's faith-based professional education. This will require hard work and commitment on your part, but it will be a remarkable and rewarding journey that you will treasure for a lifetime.

NURSING

MASTER OF SCIENCE IN NURSING (MSN)
Family Nurse Practitioner
(Delivery Location: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Janet Huxley, DNP, APRN, FNP-C
Academic Credentials: DNP (St. Thomas University); MSN (Nova Southeastern University); BSN (Barry University); ADN (Broward College).
Contact Information: 305-474-6854; jhuxley@stu.edu
Program Advisor(s): J. Huxley

Program Description: The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelor of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Advanced Family Practice.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS:

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
2. If necessary, availability for interview upon review of application.
3. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.

c. Specialty courses are not transferable.
d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

4. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

MSN Core Requirements		**21 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Adv. Health Assessment and Diff. Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credits
NUR 600	Advanced Clinical Pharmacology	3 credits

*This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track.

MSN in Advanced Family Practice Specialization		**26 credits**
Course Requirements		
NUR 601	Health Promotion and Disease Prevention	3 credits
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 611	Adv. Practice Nursing Integration Practicum	3 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits
		Total 47 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).

6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Student must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Students must take an Exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure unless an administrative approval is granted before dropping the course. Students must successfully pass a term to successfully progress to the next.

MASTER OF SCIENCE IN NURSING (MSN)
Accelerated MSN Program
(Delivery Location: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Sherron Franks Meeks, Ph.D., MPAL, BA, RN, CNE, CNEcl
Academic Credentials: Ph.D Nursing Research (University of Texas, Tyler); MPAL (University of Texas, Permian Basin); BSN (University of Texas, Arlington), BA Leadership Studies (University of Texas, Permian Basin).
Contact Information: (305) 628-6739; sfranksmeeks@stu.edu
Program Advisor(s): Dr. Franks Meeks

Program Description: The Master of Science in Nursing degree is designed to meet the continuing educational needs of Bachelor of Science in Nursing graduates. The Master of Science in Nursing degree specializing in preparing advanced practice nurses for leadership roles in diverse healthcare settings. With a focus on advanced clinical practice, leadership, and evidence-based care, this program equips students with the knowledge, skills, and competencies needed to excel in today's dynamic healthcare environment. Graduates will apply theoretical knowledge and clinical skills to the development and implementation of evidence-based projects in a real-world healthcare setting. Graduates are prepared to excel as advanced practice nurses, leaders, and change agents in a variety of healthcare settings through a combination of didactic coursework, hands-on clinical experiences, and a comprehensive capstone project.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS FOR MSN Accelerated:

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
2. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.
    d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
    e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

f. NUR 602 and NUR 603 must be taken at STU.

3. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
4. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

MSN Core Requirements		**24 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504	Adv. Health Assessment & Diff. Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credits
NUR 600	Advanced Clinical Pharmacology	3 credits
NUR 601	Health Promotion and Disease Prevention	3 credits
MSN		**6 credits**
NUR 602	Advance Nursing Leadership	3 credits
NUR 603	Advance Nursing Practicum	3 credits
		Total 30 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.

3. Completion of Advance Nursing Leadership course and Advance Nursing Practicum course must be taken at STU.
4. Completion of all required clinical hours.
5. Submission of presentation for quality improvement or innovation project.
6. Be in good standing with the University.
7. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure unless an administrative approval is granted before dropping or withdrawing from the course. Students must successfully pass a term and or semester to successfully progress to the next.

MASTER OF SCIENCE IN NURSING (MSN)
Adult-Gerontology Nurse Practitioner Program
(Delivery Location: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Bridget Vera, DNP, APRN, AGPCNP-BC, APHN-BC
Academic Credentials: DNP (Florida Atlantic University), MSN (Florida Atlantic University), Adult-Gero Nurse Practitioner Board Certification (ANCC), Advanced Practice Holistic Nurse certification (AHNCC), BSN (Nova Southeastern University)
Contact Information: Available for calls via Teams: **bvera@stu.edu**
Program Advisor(s): Dr. B. Vera

Program Description: The Master of Science in Nursing degree is designed to meet the continuing educational needs of Bachelor of Science in Nursing graduates. The Master of Science in Nursing degree specializing in Adult-Gerontology is designed to prepare nurses who will take advanced nursing roles as clinicians, educators, researchers, and leaders in the rapidly changing, evidence-driven healthcare environment. Graduates will be prepared to provide care for adults throughout their lifespan to promote maximal health, reduce risks, and manage acute and chronic health conditions. This program also prepares Adult Gerontology Nurse Practitioner Students to perform check-ups, conduct tests, analyze results, prescribe medications, and develop preventive care plans.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in

Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.

3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program will be reviewed.
4. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS:

1. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
2. If necessary, availability for interview upon review of application.
3. Nursing Transfer of Credit Policy:
   a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
   b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
   c. Specialty courses are not transferable.
   d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
   e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
4. Students admitted into the MSN core or MSN certificates will be charged a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be charged a Specialization track fee.

MSN Core Requirements		**24 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Adv. Health Assessment & Differential Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credits
NUR 600	Advanced Clinical Pharmacology	3 credits
NUR 601	Health Promotion and Disease Prevention	3 credits

* This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track

MSN in Adult Gerontology Adult Gerontology Practice		**23 credits**
Course Requirements		
NUR 625	Adult-Gerontology I	3 credits
NUR 625CL	Adult-Gerontology I	2 credits
NUR 635	Adult-Gerontology II	3 credits
NUR 635CL	Adult-Gerontology II	2 credits
NUR 645	Adult-Gerontology III	3 credits
NUR 645CL	Adult-Gerontology III	2 credits
NUR 655	Adult-Gerontology IV	3 credits

NUR 655CL	Adult-Gerontology IV	2 credits
NUR 675	Adult-Gero NP Integration	3 credits
		Total 47 credits

Program Student Learning Outcomes:
1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:
1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Students must take an exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

Post-Master's Certificate Adult-Gerontology Primary Care Nurse Practitioner (Delivery Location: Online)

Online Program Director: Bridget Vera, DNP, APRN, AGPCNP-BC, APHN-BC
Academic Credentials: DNP (Florida Atlantic University), MSN (Florida Atlantic University), Adult-Gero Nurse Practitioner Board Certification (ANCC), Advanced Practice Holistic Nurse certification (AHNCC), BSN (Nova Southeastern University)
Contact Information: Available for calls via Teams: **bvera@stu.edu**
Program Advisor(s): Dr. B. Vera

Program Description: This Post-Master's Adult-Gerontology Primary Care Nurse Practitioner Certificate online program is designed to allow students who already hold a master's degree in nursing to specialize as an Adult Gerontology Nurse Practitioner without having to complete a full master's degree. This Post-Master's certificate program prepares APRNs for practice that focuses on patients across the lifespan from adolescence to end of life. This program prepares Adult-Gerontology Nurse Practitioner Students to diagnose and manage self-limiting and chronic conditions and emphasize health promotion and disease prevention. Their services include, but are not limited to: assess, diagnosis, order and interpret tests, prescribe medications, and develop preventive care plans.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Graduate of an approved regionally accredited masters or doctoral program with a major in nursing.
3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. Graduate GPA of 3.0 or greater in master's or doctoral coursework.

ADDITIONAL REQUIREMENTS:
1. Applicants who are accepted into the Post-Masters Certificate program must have taken Health Policy, Research, and Diversity courses as part of completed MSN degree. All courses must be equivalent to STU curricula.
2. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.
    d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
    e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
2. Students admitted into the MSN core or MSN certificates will get charged a Competency bundle nursing fee.
3. Students admitted into the MSN Specialization courses will be charged a Specialization track fee.

MSN Core Requirements		**12 credits**
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Adv. Health Assessment & Diff. Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credits
NUR 600	Advanced Clinical Pharmacology	3 credits

* This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track.

MSN in Adult Gerontology Adult Gerontology Practice		**23 credits**
Course Requirements		
NUR 625	Adult-Gerontology I	3 credits
NUR 625CL	Adult-Gerontology I	2 credits
NUR 635	Adult-Gerontology II	3 credits
NUR 635CL	Adult-Gerontology II	2 credits
NUR 645	Adult-Gerontology III	3 credits
NUR 645CL	Adult-Gerontology III	2 credits
NUR 655	Adult-Gerontology IV	3 credits
NUR 655CL	Adult-Gerontology IV	2 credits
NUR 675	Adult-Gero NP Integration	3 credits
		Total 35 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.

3. Students must take an exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

Post-Master's Certificate Advanced Placement Adult-Gerontology Primary Care Nurse Practitioner (Delivery Location: Online)

Online Program Director: Bridget Vera, DNP, APRN, AGPCNP-BC, APHN-BC
Academic Credentials: DNP (Florida Atlantic University), MSN (Florida Atlantic University), Adult-Gero Nurse Practitioner Board Certification (ANCC), Advanced Practice Holistic Nurse certification (AHNCC), BSN (Nova Southeastern University)
Contact Information: Available for calls via Teams: **bvera@stu.edu**
Program Advisor(s): Dr. B. Vera

Program Description: This Post-Master's Advanced Placement Adult Gerontology Primary Care Nurse Practitioner Certificate online program is designed to allow students who hold a nurse practitioner master's degree to earn an Adult-Gerontology Primary Care Nurse Practitioner. This program prepares graduate nurse practitioners holding a master's or doctoral degree in nursing to assess and manage the full continuum of primary care services to individuals from young adults to older adulthood. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, as well as episodic and chronic health care needs. This Advanced Placement Post-Master's certificate program prepares APRNs graduates to be well-prepared to provide care in a wide variety of outpatient settings, including private practices, public clinics, home-based primary and specialty care practices, hospital-based outpatient clinics, and specialty practices.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Graduate of an approved regionally accredited masters or doctoral program with a major in nursing.
3. Current Florida or Georgia APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. Graduate GPA of 3.0 or greater in master's or doctoral coursework.

ADDITIONAL REQUIREMENTS:

1. Students admitted into the MSN Specialization courses will be charged a Specialization track fee.
2. Nursing Transfer of Credit Policy:
   a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
   b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
   c. Specialty courses are not transferable.
   d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
   e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

MSN in Adult Gerontology Adult Gerontology Practice		**23 credits**
Course Requirements		
NUR 625	Adult-Gerontology I	3 credits
NUR 625CL	Adult-Gerontology I	2 credits
NUR 635	Adult-Gerontology II	3 credits
NUR 635CL	Adult-Gerontology II	2 credits
NUR 645	Adult-Gerontology III	3 credits
NUR 645CL	Adult-Gerontology III	2 credits
NUR 655	Adult-Gerontology IV	3 credits
NUR 655CL	Adult-Gerontology IV	2 credits
NUR 675	Adult-Gero NP Integration	3 credits
		Total 23 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application.
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Students must take an exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

MASTER OF SCIENCE IN NURSING INFORMATICS
(Delivery Locations: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Ann M Edwards, MSN/MHA-INF, RN
Academic Credentials: MSN-Ed (Grand Canyon University); MHA-INF (University of Phoenix); BSN (University of Phoenix).
Contact Information: 305-474-6035; aedwards4@stu.edu
Program Advisor(s): A. Edwards

Program Description: The Master of Science in Nursing Informatics degree is designed to meet the continuing educational needs of Master of Science in Nursing graduates. The Master of Science in Nursing degree specializing in preparing advanced practice nurses for leadership roles in diverse healthcare settings. With a focus on advanced clinical practice, leadership, and evidence-based care, this program equips students with the knowledge, skills, and competencies needed to excel in today's dynamic healthcare environment. Graduates will apply theoretical knowledge and clinical skills to the development and implementation of evidence-based projects in a real-world healthcare setting. Graduates are prepared to excel as advanced practice nurses, leaders, and change agents in a variety of healthcare settings through a combination of didactic coursework, hands-on clinical experiences, and a comprehensive capstone project.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.

3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. Nursing Transfer of Credit Policy:
   a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
   b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
   c. Specialty courses are not transferable.
   d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
   e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
5. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

MSN Core Requirements		**18 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 521	Foundational Concepts for Advanced Nursing Practice	3 credits
NUR 601	Health Promotion and Disease Prevention	3 credits

MSN in Informatics Specialization		**18 credits**
NUR 515	Introduction to Nursing Informatics	3 credits
NUR 516	Implementation & Evaluation in Health Informatics	3 credits
NUR 517	Interoperability & Workflow	3 credits
NUR 518	Dat Management & Analytics AI App	3 credits
NUR 522	Health IT Practicum	3 credits
NUR 523	Capstone Synthesis Practicum	3 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).

8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application.
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Completion of all required clinical hours.
4. Completion of Capstone Project.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

The Master of Science in Nursing – Nurse Executive Leadership (MSN-NE Program) (Delivery Locations: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Diana Kostrzewski, PhD, RN
Academic Credentials: Ph.D. Adult Education (Capella University), MS Nursing Administration/Rural Health Nursing (University of North Dakota, Grand Forks, ND), BSN (Minnesota State University-Moorhead, Moorhead, MN), AS Nursing (Northland Community and Technical College, Thief River Falls, MN).
Contact Information: Available for calls via Teams: Dianakostrzewski@stu.edu
Program Advisor(s): Dr. Diana Kostrzewski

Program Description: The MSN in Nurse Executive Leadership is designed to prepare experienced nurses for senior leadership roles within healthcare organizations. This program combines advanced nursing practices with essential business and management skills to drive innovation and improve patient outcomes.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed and signed Application for Admission.
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the Accreditation Commission for Education in Nursing (ACEN), Commission on Collegiate Nursing Education (CCNE), Commission for Nursing Education Accreditation (NLN CNEA), or National League for Nursing

Accrediting Commission (NLNAC). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.

3. Current Florida and Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

Additional Requirements:

Nursing Transfer of Credit Policy:

1. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
3. Specialty courses are not transferable.
4. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
5. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

Master of Science in Nursing – Nurse Executive Leadership		**37 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 521	Foundational Concepts for Advanced Nursing Practice	3 credits
NUR 604	Nurse Executive Leader Community Integration	4 credits
NUR 605	Transformational Leadership: A Holistic Approach	4 credits
NUR 606	Financial Management for Nurse Leaders	4 credits
NUR 607	Advanced Strategies for Interdisciplinary Collaboration	4 credits
NUR 608	Relationship Management	4 credits
NUR 616	Research and EBP Application Practicum	5 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).

6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*)
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Completion of all required clinical hours.
4. Submission of presentation for quality improvement or innovation project.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

Evidence-Based Practicum Requirements:
Identify a quality improvement or innovation project, design a plan with accompanying budget, plan implementation of project, and evaluate effectiveness of the project on identified quality or safety measurable indicator.

POST MASTER'S CERTIFICATE NURSING INFORMATICS
(Delivery Locations: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Ann M Edwards, MSN/MHA-INF, RN
Academic Credentials: MSN-Ed (Grand Canyon University); MHA-INF (University of Phoenix); BSN (University of Phoenix).
Contact Information: aedwards4@stu.edu
Program Advisor(s): A. Edwards

Program Description: The Post-Master's certificate in Nursing Informatics is designed to meet the continuing educational needs of Master of Science in Nursing graduates. The Master of Science in Nursing degree specializing in preparing advanced practice nurses for leadership roles in diverse healthcare settings. With a focus on advanced clinical practice, leadership, and evidence-based care, this program equips

students with the knowledge, skills, and competencies needed to excel in today's dynamic healthcare environment. Graduates will apply theoretical knowledge and clinical skills to the development and implementation of evidence-based projects in a real-world healthcare setting. Graduates are prepared to excel as advanced practice nurses, leaders, and change agents in a variety of healthcare settings through a combination of didactic coursework, hands-on clinical experiences, and a comprehensive capstone project.

ADDITIONAL REQUIREMENTS FOR POST-MASTER'S CERTIFICATE NI:

1. Applicants who are accepted into the Post-Masters Certificate program must take Health Policy, Research, and Diversity courses as part of a completed MSN degree. All courses must be equivalent to the STU curriculum.
2. Courses previously completed must be approved by the College of Nursing.
3. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.
    d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
4. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

Post MSN Certificate in Informatics Specialization		**18 credits**
NUR 515	Introduction to Nursing Informatics	3 credits
NUR 516	Implementation & Evaluation in Health Informatics	3 credits
NUR 517	Interoperability & Workflow	3 credits
NUR 518	Dat Management & Analytics AI App	3 credits
NUR 522	Health IT Practicum	3 credits
NUR 523	Capstone Synthesis Practicum	3 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).

6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related sciences as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

7. Graduation application.
8. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
9. Completion of all required clinical hours.
10. Completion of Capstone Project.
11. Be in good standing with the University.
12. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:
Students who receive less than 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and semester to progress to the next.

Post-Master's Certificate Family Nurse Practitioner
(Delivery Locations: Online)

Online Program Director: Janet Huxley, DNP, APRN, FNP-BC
Academic Credentials: DNP (St. Thomas University); MSN (Nova Southeastern University); BSN (Barry University); ADN (Broward College).
Contact Information: 305-474-6854; jhuxley@stu.edu
Program Advisor(s): J. Huxley

Program Description: This certificate program prepares nurses with an MSN degree with the knowledge, skills, and information to deliver culturally appropriate care in a diverse setting across the lifespan to efficiently advance their skills, knowledge, clinical reasoning to maintain and promote health as a Family Nurse Practitioner.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nursing.
3. Current Florida and Georgia registered nurse (RN) licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.

4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST-MASTERS' CERTIFICATE FNP:

1. Applicants who are accepted into the Post-Masters Certificate program must have taken Health Policy, Research, and Diversity courses as part of completed MSN degree. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the College of Nursing. (Students approved to transfer previously completed courses must still meet the 3P requirement to progress to any clinical track).
3. Nursing Transfer of Credit Policy:
   b. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
   c. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
   d. Specialty courses are not transferable.
   e. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
   e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
4. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

Core Requirements		**12 credits**
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credits
NUR 600	Advanced Clinical Pharmacology	3 credits

* This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track.

Post Master Family Nurse Practitioner		**23 credits**
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits
NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612*	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits
NUR 611	Adv. Practice Nursing Integration Practicum	3 credits

*This course requires that students take a standardized exam and achieve the benchmark to earn the certificate.

Total 35 credits

Program Student Learning Outcomes:
1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-

effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Students must take an exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure unless an administrative approval is received before dropping or withdrawing. Students must successfully pass a term to successfully progress to the next.

Post-Master's Certificate Advanced Placement Family Nurse Practitioner
(Delivery Locations: Online)

Online Program Director: Janet Huxley, DNP, APRN, FNP-C
Academic Credentials: DNP (St. Thomas University); MSN (Nova Southeastern University); BSN (Barry University); ADN (Broward College).
Contact Information: 305-474-6854; jhuxley@stu.edu
Program Advisor(s): J. Huxley

Program Description: This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Family Nurse Practitioner providing culturally appropriate care in a diverse setting to be eligible to take the national FNP certification examination appropriate to the specialty and to obtain NP licensure at the state level.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nurse practitioner.
3. Current Florida or Georgia APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST-MASTERS ADVANCED PLACEMENT FNP:

1. Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology, and Advanced Clinical Pharmacology. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the College of Nursing.
3. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.
    d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
    e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
4. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.
5. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.

Advanced Placement Family Nurse Practitioner Certificate		**23 credits**
Course Requirements		
NUR 507	Advanced FNP Children & Families	3 credits
NUR 507CL	Advanced FNP Clinical I	2 credits
NUR 509	Advanced FNP Adults	3 credits
NUR 509CL	Advanced FNP Clinical III	2 credits
NUR 514	Advanced FNP Women's Health	3 credits

NUR 514CL	Advanced FNP Clinical II	2 credits
NUR 612	Advanced FNP Adult Gerontology	3 credits
NUR 612CL	Advanced FNP Clinical IV	2 credits
NUR 611	Adv. Practice Nursing Integration Practicum	3 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

PROGRAM COMPLETION REQUIREMENTS:

1. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
2. Completion of all required clinical hours.
3. Be in good standing with the University.
4. Students must take an exit examination and meet the established benchmark to demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioners, and to fulfill degree requirements.
5. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure unless an administrative approval is granted before dropping the course. Students must successfully pass a term to successfully progress to the next.

MASTER OF SCIENCE IN NURSING (MSN)
Psychiatric Mental Health Nurse Practitioner
(Delivery Locations: Online)

***Accreditation for this program has been suspended, pending an Appeal decision. Additionally, the institution has applied for accreditation through a separate recognized accrediting organization and is actively pursuing accreditation approval.*

Online Program Director: Dr. Dorothy Delisfort-Crisostomo, DNP, MSN, APRN, FNP-C, PMHNP-BC
Academic Credentials: DNP, (Brandman University); MSN, Family Nurse Practitioner (Walden University); Post-Master's Certificate, PMHNP, (Brandman University); BSN, (Georgia Baptist College of Nursing, Mercer University); ADN, (Broward Community College)
Contact Information: 305-625-6000; DDelisfortCrisostomo@stu.edu
Program Advisor(s): Dr. D. Delisfort-Crisostomo

Program Description: The Master of Science in Nursing (MSN) degree is designed to meet the educational needs of and allow Registered Nurses (RN), graduated from accredited Bachelor of Science (BSN) programs, to continue their graduate studies and become leaders. The program builds upon the educational and professional experience of the Registered Nurse and prepares them for advanced nursing roles enabling them to make significant contributions to the expansion of nursing knowledge and practice becoming health care providers to a diverse population. The MSN offers concentrated tracks to allow for specialization in the student's field of interest in Psychiatric Mental Health.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the National League for Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), or Accreditation Commission for Education in Nursing (ACEN). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

ADDITIONAL REQUIREMENTS FOR MS IN NURSING:
1. Applicants who are accepted into the Post-Masters Certificate program must have taken Health Policy, Research, and Diversity courses as part of completed MSN degree. All courses must be equivalent to STU curricula.
2. Current Florida or Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
3. If necessary, availability for interview upon review of application.
4. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.

d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

4. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

MSN Core Requirements		**21 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

*This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track.

MSN Psychiatric Mental Health Nurse Practitioner Specialization		**29 credits**
Course Requirements		
NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Clinical Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Clinical Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Clinical Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Clinical Management IV	3 credits
NUR 670	PMHNP Integration Practicum	3 credits
		Total 50 credits

Program Student Learning Outcomes:
1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).

6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

GRADUATION REQUIREMENTS:

1. Graduation application
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Students must take an exit examination and score the minimum required in order to successfully demonstrate mastery of the content necessary to enter practice as safe, competent nurse practitioner, and to fulfill degree requirements.
4. Completion of all required clinical hours.
5. Be in good standing with the University.
6. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term to successfully progress to the next.

Post-Master's Certificate Psychiatric Mental Health Nurse Practitioner (Delivery Locations: Online)

Online Program Director: Dr. Dorothy Delisfort-Crisostomo, DNP, MSN, APRN, FNP-C, PMHNP-BC
Academic Credentials: DNP, (Brandman University); MSN, Family Nurse Practitioner (Walden University); Post-Master's Certificate, PMHNP, (Brandman University); BSN, (Georgia Baptist College of Nursing, Mercer University); ADN, (Broward Community College)
Contact Information: 305-625-6000; DDelisfortCrisostomo@stu.edu
Program Advisor(s): Dr. D. Delisfort-Crisostomo

Program Description: The Psychiatric-Mental Health Nurse Practitioner (PMHNP) Post-Master's certificate program prepares nurses with an MSN degree with the knowledge, skill, and information across cultures to provide safe and effective care for patients with psychiatric and physical health complex needs across the lifespan in the community. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Graduate of an approved regionally accredited master's or doctoral program with a major in nursing.
3. Current Florida and Georgia registered nurse (RN) licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST MASTERS' CERTIFICATE PMHNP:
1. Applicants who are accepted into the Post Masters PMHNP Certificate program must have taken Health Policy, Research, and Diversity courses in the completed MSN degree. All courses must be equivalent to STU curricula.
2. Courses previously completed must be approved by the College of Nursing.
3. Nursing Transfer of Credit Policy:
    a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
    b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
    c. Specialty courses are not transferable.
    d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
    e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
4. Students admitted into the MSN core or MSN certificates will be subjected to a Competency bundle nursing fee.
5. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

Core Requirements		**12 credits**
NUR 502	Advanced Pathophysiology	3 credits
NUR 504*	Advanced Health Assessment & Differential Diagnosis	3 credits
NUR 512	Role Transition to Advanced Practice Nursing	3 credit
NUR 600	Advanced Clinical Pharmacology	3 credits

*This course requires that students take the standardized 3P competency exam and achieve the required benchmark to progress to any clinical track.

Post Masters Certificate in Psychiatric Mental Health Nurse Practitioner		**28 credits**
NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Clinical Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Clinical Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Clinical Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Clinical Management IV	2 credits
NUR 670	PMHNP Integration Practicum	3 credits
		Total 41 credits

Program Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

PROGRAM COMPLETION REQUIREMENTS:

1. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
2. Completion of all required clinical hours.
3. Be in good standing with the University.
4. Successful completion of the program-designated comprehensive exit examination, in accordance with program policies, as a requirement for graduation.
5. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:
Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term to successfully progress to the next.

Post-Master's Certificate Advanced Placement Psychiatric Mental Health Nurse Practitioner
(Delivery Locations: Online)

Online Program Director: Dr. Dorothy Delisfort-Crisostomo, DNP, MSN, APRN, FNP-C, PMHNP-BC
Academic Credentials: DNP, (Brandman University); MSN, Family Nurse Practitioner (Walden University); Post-Master's Certificate, PMHNP, (Brandman University); BSN, (Georgia Baptist College of Nursing, Mercer University); ADN, (Broward Community College)
Contact Information: 305-625-6000; DDelisfortCrisostomo@stu.edu
Program Advisor(s): Dr. Delisfort-Crisostomo

Program Description: This certificate program prepares a nurse practitioner to focus on skills and clinical reasoning appropriate to a Psychiatric Mental Health Nurse Practitioner providing information across culturally appropriate care in a diverse setting across the lifespan. Students will be eligible to take the national PMHNP certification examination appropriate to the specialty and to obtain NP licensure at the state level. They will learn the theories related to mental health nursing, prepare to provide complete and holistic therapeutic approaches to improve the functioning of clients with mental health disorders, and become empowered to advocate for policies that lead to improved health outcomes.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Graduate of an approved regionally accredited master's or doctoral program with a major as an advanced practice nurse.

3. Current Florida and Georgia APRN licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. A grade-point average of 3.0 on all graduate work (A=4.00).

ADDITIONAL REQUIREMENTS FOR POST-MASTERS' ADVANCED PLACEMENT PMHNP:
1. Applicants who are accepted into the Advanced Certificate program must have taken Advanced Health Assessment, Advanced Pathophysiology, and Advanced Clinical Pharmacology across the lifespan. All courses must be equivalent to STU curricula.
2. Courses previously completed – Advanced Health Assessment, Advanced Pathophysiology, and Advanced Clinical Pharmacology – must be approved by the College of Nursing.
3. Nursing Transfer of Credit Policy:
   a. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
   b. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
   c. Specialty courses are not transferable.
   d. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
   e. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.
4. Students admitted into the MSN Specialization courses will be subjected to a Specialization track fee.

Post Master Certificate Advanced Placement PMHNP		**29 credits**
NUR 520	Psychopharmacology	3 credits
NUR 530	Psychopathology	3 credits
NUR 620	Psychiatric Management I	3 credits
NUR 620CL	Psychiatric Clinical Management I	2 credits
NUR 630	Psychiatric Management II	3 credits
NUR 630CL	Psychiatric Clinical Management II	2 credits
NUR 640	Psychiatric Management III	3 credits
NUR 640CL	Psychiatric Clinical Management III	2 credits
NUR 650	Psychiatric Management IV	3 credits
NUR 650CL	Psychiatric Clinical Management IV	2 credits
NUR 670	PMHNP Integration Practicum	3 credits

Program Student Learning Outcomes:
1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.

4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

PROGRAM COMPLETION REQUIREMENTS:

1. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
2. Completion of all required clinical hours.
3. Be in good standing with the University.
4. Successful completion of the program-designated comprehensive exit examination, in accordance with program policies, as a requirement for graduation.
5. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the theory and clinical course. The student must repeat the theory and the clinical portion together as they are corequisites. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term to successfully progress to the next.

The Bachelor of Science Nursing to Doctor of Nursing Practice
(BSN-DNP Program)
(Delivery Locations: Online)

Online Program Director: Diana Kostrzewski, Ph.D., RN
Academic Credentials: Ph.D. Adult Education (Capella University), MS Nursing Administration/Rural Health Nursing (University of North Dakota, Grand Forks, ND), BSN (Minnesota State University-Moorhead, Moorhead, MN), AS Nursing (Northland Community and Technical College, Thief River Falls, MN).
Contact Information: Available for calls via Teams: Dianakostrzewski@stu.edu
Program Advisor(s): Dr. Diana Kostrzewski

Program Description: The BSN to DNP program is designed for registered nurses who hold a Bachelor of Science in Nursing (BSN) and wish to pursue a Doctor of Nursing Practice degree. This program prepares nurses for advanced practice roles and leadership positions in healthcare. The curriculum includes a combination of advanced clinical practice, healthcare policy, leadership, and evidence-based practice.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:

1. A completed STU application
2. Baccalaureate degree in nursing (BSN) must be from a program accredited by the Accreditation Commission for Education in Nursing (ACEN), Commission on Collegiate Nursing Education (CCNE), Commission for Nursing Education Accreditation (NLN CNEA), or National League for Nursing Accrediting Commission (NLNAC). To utilize VA benefits, veterans are advised to communicate with our VA Benefits administrator.
3. Current Florida or Georgia registered nurse licensure with no restrictions. Nurses with any restrictions on their license, including participation in a voluntary disciplinary alternative program, will be reviewed.
4. Undergraduate GPA of 3.0 or greater in Bachelor of Nursing (BSN) upper division coursework.

Additional Requirements:
Nursing Transfer of Credit Policy:

1. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
3. Specialty courses are not transferable.
4. Nursing theory and nursing support course transfer credits: Credits must have been successfully completed within the past five (5) years.
5. Nursing Physical Assessment, Pharmacology, and Pathophysiology transfer credits: Credits must have been successfully completed within the past three (3) years.

Bachelor of Nursing (BSN) to Doctor of Nursing Practice (DNP)		**67 credits**
NUR 501	Philosophical & Theoretical, Evidenced Based Research	3 credits
NUR 505	Diversity in Advanced Health Practice	3 credits
NUR 506	Influencing Health Policy	3 credits
NUR 521	Foundational Concepts for Advanced Nursing Practice	3 credits
NUR 604	Nurse Executive Leader Community Integration	4 credits
NUR 605	Transformational Leadership: A Holistic Approach	4 credits

NUR 606	Financial Management for Nurse Leaders	4 credits
NUR 607	Advanced Strategies for Interdisciplinary Collaboration	4 credits
NUR 608	Relationship Management	4 credits
NUR 616	Research & EBP Application Practicum	5 credits

The master's will not be awarded until both the Master and Doctoral are completed.

NUR 800	Evidence Appraisal	3 credits
NUR 820	Applied Advanced Research and Nursing	3 credits
NUR 850	Population Health in Nursing	3 credits
NUR 860	Quantitative Research	3 credits
NUR 870	Qualitative Research	3 credits
NUR 880	Quality Improvement in Health Care	3 credits
NUR 900	Practicum Project Proposal	3 credits
NUR 910	DNP Practicum I	3 credits
NUR 920	DNP Practicum II	3 credits
NUR 930	DNP Practicum III	3 credits

Graduate Program (MSN) Student Learning Outcomes:

1. Integrate advanced knowledge in nursing, related sciences, and leadership skills that will emphasize ethical and critical decision making to promote safe, high quality, cost-effective, and culturally appropriate care across a diverse setting. (AACN 2021, *Domain 1 and Domain 8)*.
2. Incorporate evidence-based research to resolve practice problems and improve knowledge. (AACN 2021, *Domain 1, Domain 3, Domain 4, Domain 6, and Domain 7)*.
3. Apply patient-care technology such as informatics to enhance patient care using a collaborative approach. (AACN 2021, *Domain 3 and Domain 4)*.
4. Construct processes for self-accountability of professional growth, adopt lifelong learning, and practice safety and effectively within the chosen specialty to maintain health and improve patient outcomes. (AACN 2021, *Domain 9 and Domain 10)*.
5. Establish an environment of advanced practice that is conducive to the development of effective interactions with patients, other disciplines, and other entities in the communities. (AACN 2021, *Domain 1, Domain 2, Domain 6 and Domain 8*).
6. Advocate for policies that lead to improved health outcomes for populations and improvement of the quality of the healthcare system at the local, state, national and global level. (AACN 2021, *Domain 5, Domain 6, Domain 7, and Domain 8*).
7. Demonstrate competence in communication, collaboration, and consultation to advance inter-professional teams. (AACN 2021, *Domain 2, Domain 4, Domain 7*).
8. Integrate clinical prevention and health promotion strategies to maintain optimal health and improve patient health and improve health outcomes. (AACN 2021, *Domain 1, Domain 3, and Domain 7*).
9. Apply advanced knowledge gained from nursing and other related science as a foundation for practice. (AACN 2021, *Domain 3, Domain 7, and Domain 8*).

DNP Students Learning Outcomes:

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care of rural and underserved populations (AACN 2021, *Domain 1 and Domain 4*).
2. Demonstrate transformational leadership, accountability, and analyze organizational models for safe and quality health care delivery for patients and

populations at the advanced nursing role (AACN 2021, *Domain 5 and Domain 10)*.

3. Apply evidence-based knowledge to guide nursing practice at the advanced role to improve health care delivery and outcomes for patients, communities, and the nation (AACN 2021, *Domain 1 and Domain 4)*.
4. Demonstrate leadership in the different realms of nursing while utilizing and evaluating the use of health care information systems, information technology, communication systems, and patient care technology (AACN 2021, *Domain 8 and Domain 10*).
5. Serve as leaders and participate in the creation and implementation of health policy to advocate for the nursing profession and the healthcare communities (AACN 2021, *Domain 9 and Domain 10*).
6. Communicate effectively, support, and collaborate with interprofessional teams to formulate effective practice approaches to improve individuals and communities' health outcomes (AACN 2021, *Domain 6, Domain 9, and Domain 10*).
7. Appraise scientific data to translate the best evidence into nursing practice and health care delivery (AACN 2021, *Domain 4 and Domain 5)*.
8. Develop health strategies based on scientific knowledge for health promotion, disease prevention, and elimination of health disparities for underserved populations (AACN 2021, *Domain 2 and Domain 3*).
9. Implement culturally sensitive and holistic approaches to lead and mentor other nurses to achieve excellence in nursing practice and decision-making in complex situations based on scientific evidence with advanced levels of clinical judgment (AACN 2021, *Domain 2 and Domain 3*).

GRADUATION REQUIREMENTS:

1. Graduation application.
2. Students must maintain a grade of B (83%) or higher in each course for continuation in the program.
3. Completion of all required clinical hours.
4. Final approval of scholarly project by academic committee.
5. Publishing DNP-SP in the St. Thomas University Library database.
6. Be in good standing with the University.
7. Must maintain a final cumulative GPA of 3.0 (B).

Satisfactory Academic Progression:

Students who receive less than an 83% in a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. A student who fails either the theory or the clinical portion of the course fails the didactic and clinical course. The student must repeat the theory and the clinical portion. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

Scholarly Project Requirement

The DNP Scholarly Project (DNP-SP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to healthcare systems, processes, and/or outcomes. Working closely with mentors, students identify an issue or question within nursing practice that is of scholarly interest and conduct a thorough review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this

project and disseminate findings and recommendations. The DNP-SP end-product will be tangible, practice-related, and deliverable. The final scholarly project will be reviewed and evaluated by an academic committee. The SP should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication. DNP projects must be successfully defended before the DNP Project Committee and presented publicly.

DOCTOR IN NURSING PRACTICE (DNP)
Doctor in Nursing Practice Program
(Delivery Locations: Online)

Online Program Director: Cassandre Milien, DNP, RN
Academic Credentials: DNP (St. Thomas University); MSN (Kaplan University); BSN (Barry University).
Contact Information: Calls via Microsoft Teams: cmilien@stu.edu
Program Advisor(s): C. Milien

Program Description: The Doctor in Nursing Practice (DNP) program is designed to prepare expert nurses at the highest level of professional nursing practice with the knowledge and skills to drive innovation, translate evidence-based research into practice, and provide leadership for the organizational, system, and/or policy changes necessary to enhance healthcare delivery, performance outcomes, safety, and quality of patient care. The program is for registered nurses with a master's degree and are interested in expanding their scope of practice and impact on the healthcare system. The program builds upon the Essentials of Doctoral Education for Advanced Nursing Practice and prepares them for advanced nursing leadership roles and to make significant contributions to the expansion of nursing knowledge and practice.

ADMISSIONS REQUIREMENTS: Applicants to this program must submit:
1. A completed STU application
2. Graduate of an approved regionally accredited master's program with a major in nursing.
3. A grade-point average of 3.0 on all graduate work (A=4.00).
4. Current Florida or Georgia registered nurse RN license with no restrictions.

ADDITIONAL REQUIREMENTS
Nursing Transfer of Credit Policy
1. Students may transfer a maximum of six (6) hours of graduate level coursework to be applied to a St. Thomas graduate degree.
2. Transfer credits will be accepted only from regionally accredited and programmatically accredited colleges and universities within the United States.
3. Specialty courses are not transferable.

DNP Courses		**39 credits**
NUR 800	Evidence Appraisal	3 credits
NUR 810	Transformational Leadership	3 credits
NUR 820	Applied Advanced Research and Nursing	3 credits
NUR 830	Information Technology and Nursing Implications	3 credits
NUR 840	Health Care Policy	3 credits
NUR 850	Population Health in Nursing	3 credits
NUR 860	Quantitative Research	3 credits

NUR 870	Qualitative Research	3 credits
NUR 880	Quality Improvement in Health Care	3 credits
NUR 900	Practicum Project Proposal	3 credits
NUR 910	DNP Practicum I	3 credits
NUR 920	DNP Practicum II	3 credits
NUR 930	DNP Practicum III	3 credits

Academic Requirements
The DNP Program consists of 39 credit hours beyond the master's degree. Clinical practice hours for DNP students with less than 500 master's-level clinical hours will be individually evaluated based on their transcripts. Additional clinical hours can be completed at the beginning of the program and must be completed before all practicum courses. If not completed, students will be dismissed from the program. The clinical practice component is conducted with the assistance of professional mentors or supervisors. Goals and objectives of the practice experience are negotiated with the student's mentor.

Scholarly Project Requirement
The DNP Scholarly Project (DNP-SP) is a scholarly experience using principles of evidence-based practice and research translation that is designed to provide students with a guided opportunity to address a meaningful practice concern relevant to healthcare systems, processes, and/or outcomes. Working closely with mentors, students identify an issue or question within nursing practice that is of scholarly interest and conduct a thorough review and synthesis of the related literature. Students develop a project around this issue or question, implement and evaluate this project and disseminate findings and recommendations. The DNP-SP end-product will be tangible, practice-related, and deliverable. The final scholarly project will be reviewed and evaluated by an academic committee. The Scholarly Project should be a synthesis of the student's work and lay the groundwork for future scholarly endeavors, including publication. DNP projects must be successfully defended before the DNP Project Committee and presented publicly.

Program Student Learning Outcomes:

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care of rural and underserved populations (AACN 2021, *Domain 1 and Domain 4*).
2. Demonstrate transformational leadership, accountability, and analyze organizational models for safe and quality health care delivery for patients and populations at the advanced nursing role (AACN 2021, *Domain 5 and Domain 10)*.
3. Apply evidence-based knowledge to guide nursing practice at the advanced role to improve health care delivery and outcomes for patients, communities, and the nation (AACN 2021, *Domain 1 and Domain 4)*.
4. Demonstrate leadership in the different realms of nursing while utilizing and evaluating the use of health care information systems, information technology, communication systems, and patient care technology (AACN 2021, *Domain 8 and Domain 10*).
5. Serve as leaders and participate in the creation and implementation of health policy to advocate for the nursing profession and the healthcare communities (AACN 2021, *Domain 9 and Domain 10*).
6. Communicate effectively, support, and collaborate with interprofessional teams to formulate effective practice approaches to improve individuals and

communities' health outcomes (AACN 2021, *Domain 6, Domain 9, and Domain 10*).

7. Appraise scientific data to translate the best evidence into nursing practice and health care delivery (AACN 2021, *Domain 4 and Domain 5)*.
8. Develop health strategies based on scientific knowledge for health promotion, disease prevention, and elimination of health disparities for underserved populations (AACN 2021, *Domain 2 and Domain 3*).
9. Implement culturally sensitive and holistic approaches to lead and mentor other nurses to achieve excellence in nursing practice and decision-making in complex situations based on scientific evidence with advanced levels of clinical judgment (AACN 2021, *Domain 2 and Domain 3*).

GRADUATION REQUIREMENTS:

1. Graduation application.
2. Students must maintain a grade of B+ (83%) or higher in each course for continuation in the program.
3. Completion of all required practicum hours.
4. Final approval of scholarly project by academic committee.
5. Publishing DNP-SP in the St. Thomas University Library database
6. Must maintain a final cumulative GPA of 3.0 (B).

SATISFACTORY ACADEMIC PROGRESSION:
Students who receive a grade less than 83% on a course must repeat that course. However, a student can only repeat that course once. Failure of the same course or another course will result in dismissal from the program. Dropping or withdrawing from any NUR course before or on the University withdrawal deadline date is considered a failure. Students must successfully pass a term and or semester to successfully progress to the next.

American Psychological Association (APA), Quality Control, and Style Test Requirements: When the project has been successfully defended, it must pass an APA final Style and Writing Quality Assessment administered by the St. Thomas University Library before it can be formally accepted by the library for processing, binding, and ProQuest admissibility. Projects that fail to meet those requirements will be returned to students for revision and resubmission. The Scholarly Project Checklist must be strictly followed in the process of Final Review by the academic committee. All St. Thomas University Scholarly Projects are subject to quality control to ensure a scholarly product. If a scholarly project is found to contain quality issues in APA format, style, and/or presentation, the writer will be required to provide a corrected copy to the University Library. If the scholarly project is not complete, and the student will not graduate, until the University Library official approves the final document.

Publishing the DNP Project: St. Thomas University requires that all projects be published in the St. Thomas University Library database and all students must submit their projects to ProQuest. Publication is subject to St. Thomas University policy on Intellectual/Creative Property.

Incomplete Policy: If doctoral student is unable to complete an assignment at the end of the course for a particular class due to a significant and extenuating circumstance, it may be necessary for a doctoral student to request an Incomplete for a course. In this case, the student is asked to communicate and identify parameters for completion of the required course materials. Additionally, students and instructors/mentors are asked to complete the necessary paperwork to request an Incomplete and to submit it to the Program Coordinator. The grade of Incomplete (I)

may be given in a course at the sole discretion of the professor in unusual and exceptional circumstances. Incompletes are extremely rare and are a contract between the student and the professor. All incompletes must be completed by the assigned due date in accordance to student/faculty agreement or the Incomplete automatically convert to an "F". Incomplete grades assigned in the semester of graduation will result in the postponement of graduation. The student must complete the Incomplete with the professor/mentor of record unless that professor/mentor is no longer a member of the University. In that circumstance the appropriate dean will assign an appropriate member of the faculty.

CERTIFICATE PROGRAMS
PROFESSIONAL & CONTINUING STUDIES

Bruce M. Ozga M.Ed.
Director of Professional & Continuing Studies

Academic Credentials: M.Ed., Colorado State University

Mission: The Center for Professional & Continuing Studies (CPCS) offers a variety of college credit and noncredit certificate programs, professional and corporate training, career focused certifications, CEU courses in a variety of disciplines and custom programs to fit your needs. CPCS delivers programs on our STU campus, online or at your facility. These programs are taught by STU faculty who are passionate, credentialed, and knowledgeable. STU faculty from across many disciplines will help you build your skills and talent to be contributing leaders in your field. Their teaching and business experience, research, cutting edge curriculum and engaging approach can bring you or your company towards meeting your goals. Disciplines include but not limited to: Business, Ethical Leadership, Law, Criminal Justice, Homeland Security, Financial Literacy, Nursing, Culinary Arts, Beverage, Hospitality, Education, Marketing, Human Resources, Accounting and Finance, Sports Administration, Media and Technology. The Director of the Center for Professional and Continuing Studies is Bruce Ozga M.Ed., Education and Human Resources.
Per current VA guidelines, students using VA education benefits are not permitted to be concurrently enrolled in both a degree program and a certificate program. VA benefits can only be applied toward one approved program of study at a time.

DIGITAL INSTRUCTION AND DISTANCE EDUCATION
[Delivery Locations: Online]

Program Director: Timothy M. Stafford, PhD
Academic Credentials: PhD., Capella University, MSEd. Capella University, BS Bethany University
Contact Information: tstafford@stu.edu
Program Advisor(s): T. Stafford

Program Description: Meet the high demand for online learning and instruction specialists with the progressive education technology skills you will learn in the Certificate in Digital Instruction online program from St. Thomas University. This post-baccalaureate certificate online program is ideal for K-12 support staff/teachers, higher education professionals, and corporate trainers who aspire to enrich their practice with advanced technical learning opportunities. In the online Certificate in Digital Instruction program, you will strengthen your pedagogy techniques, discover emerging trends in instructional technology, learn step-by-step instructions on how to integrate education technology into your curriculum, and develop your technical skills in multimedia design. As part of the coursework, you will also expand on your educational assessment and evaluation methods.

PROGRAM REQUIREMENTS: 12 credits

EDT	600	Introduction to Instructional Technology
EDT	630	Multimedia Design & Development
EDT	640	Advanced Multimedia Design & Development
EDU	511	Cross Cultural Communications and Understanding

CYBER SECURITY MANAGEMENT

[Delivery Locations: Online]

Program Director: Bernard Parenteau PhD
Academic Credentials: PhD, Florida International University; MA, Florida International University; MBA, University of Florida; BA, University of Florida.
Contact Information: bparenteau@stu.edu
Phone: 305-623-2353
Program Advisor(s): Bernard Parenteau

Program Description: The Graduate Business Certificate in Cyber Security Management is designed for career professionals who desire additional skills in their capacities as managers of information systems and hold a minimum of a bachelor's degree. The Graduate Business Certificate in Cyber Security Management is awarded after completing 12 graduate credit hours (four courses) at St. Thomas University

PROGRAM REQUIREMENTS:		**12 credits**
BUS 608	Ethical Hacking for Business	3
MIS 674	Enterprise Information Security+	3
MIS 675	Cyber Security Operations+	3
MIS 677	Cyber Security Technologies	3

FINANCE

[Delivery Locations: Online]

Program Director: Peter DelPiano, DBA
Academic Credentials: DBA Nova Southeastern University, MBA Binghamton University, BS Lemoyne college
Contact Information: pdelpiano@stu.edu
Program Advisor(s): Peter DelPiano
Program Description: The Graduate Business Certificate in Finance is available to individuals who possess at least a bachelor's degree. The Graduate Business Certificate is awarded to those who complete 12 credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS:		**12 credits**
FIN 741	Investment Analysis	3
FIN 742	Financial Markets and Intermediaries	3
FIN 746	Global Investment and Risk Management Strategies	3
FIN 772	International Finance and Banking	3

FORENSIC ACCOUNTING

[Delivery Locations: Online]

Program Director: Solange Amado Blunt
Academic Credentials: , EDBA, MBA, CPA Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami
Contact Information: samadoblunt@stu.edu
Phone: 305-474-6957
Program Advisor(s): Solange Amado Blunt

Program Description: The Graduate Business Certificate in Forensic Accounting is designed for the accounting graduate or the MBA student who wishes to expand his/her knowledge in the broad area of forensic accounting. Courses in this certificate are designed to provide the accountant with a broad base of knowledge across the field of forensic accounting and more specialized knowledge within the areas of fraud and computer applications and investigation. The Graduate Business Certificate is awarded to those who complete five courses (15 graduate credits) at St. Thomas University from the following forensic accounting courses.

PROGRAM REQUIREMENTS:		**12 credits**
ACC 501	Internal Audit	3
ACC 502	Advanced Auditing	3
ACC 540	Fraud Examination	3
ACC 541	Forensic Accounting Applications	3

MARKETING

[Delivery Locations: Online]

Program Director: Hagai Gringarten PhD
Academic Credentials: PhD, Lynn University, MBA, University of Miami, BBA, University of Miami, AA, Miami-Dade Community College

Contact Information: hgringarten@stu.edu
Program Advisor(s): H. Gringarten

Program Description: The Graduate Business Certificate in Marketing Management is designed for the manager or the individual who has the desire for a career in marketing management, sales management, retail merchandising and management, and marketing research. The certificate is designed to provide a comprehensive understanding of the marketing process, one of the major functional activities of business. The Graduate Business Certificate in Marketing Management is awarded after completing four courses (12 credit hours) at St. Thomas University

PROGRAM REQUIREMENTS:		**12 credits**
BUS 606	Global Social Media Management	3
BUS 613	Strategic Brand Management	3
BUS 672	Global Marketing Concepts and Strategies	3
BUS 750	Strategic Marketing Management	3

HUMAN RESOURCE MANAGEMENT

[Delivery Locations: Online]

Program Director: Luz Rios, PhD.
Academic Credentials: Doctorate of Education in Organizational Learning & Leadership - Specialization in Human Resource Development, Master of Arts Degree in Administration, Bachelor of Arts Degree in Liberal Studies with a minor in Psychology, Barry University, Miami, FL
Contact Information: Luz.Rios@stu.edu
Phone: 305-628-6506
Program Advisor(s): L. Rios

Program Description: The Graduate Business Certificate in Human Resource Management program is designed for career professionals who desire additional skills in human resource management. The Graduate Business Certificate in Human Resource Management is awarded after completing the following twelve (12) credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS:		**12 credits**
MAN 607	Human Resources Planning and Staffing	3
MAN 703	Human Resource Management (required)	3
MAN 712	Labor-Management Relations	3
MAN 727	Organizational Development	3

INTERNATIONAL BUSINESS

[Delivery Locations: Online]

Program Director: Nicholas Mathew PhD
Academic Credentials: PhD, MBA, BBA, Cleveland State University
Contact Information: nmathew@stu.edu
Program Advisor(s): N. Mathew

Program Description: The Graduate Business Certificate in International Business is designed to meet the needs of individuals with a desire to participate in the opportunities available in international business. This certificate spans export/import, US-owned foreign subsidiaries, cross-border licensing, multi-country investments, foreign-owned subsidiaries in the United States, as well as many other issues. The Graduate Business Certificate in International Business is awarded after completing the following twelve (12) credit hours (four courses) at St. Thomas University.

PROGRAM REQUIREMENTS:		**12 credits**
BUS 772	International Finance and Banking	3
BUS 774	Issues and Applications in Import/Export	3
BUS 775	International Business	3
BUS 795	International Management	3

MANAGEMENT ACCOUNTING
[Delivery Locations: Online]

Program Director: Solange Amado Blunt
Academic Credentials:, EDBA, MBA, CPA Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami
Contact Information: samadoblunt@stu.edu
Phone: 305-474-6957
Program Advisor(s): Solange Amado Blunt

Program Description: The Graduate Business Certificate in Management Accounting is available to individuals who wish to acquire additional skills and knowledge in the area of management accounting. The Graduate Business Certificate in Management Accounting is awarded after completing the following four courses (12 credit hours) at St. Thomas University.

PROGRAM REQUIREMENTS:		**12 credits**
ACC 502	Advanced Auditing	3
ACC 503	Management Accounting II - Cost Analysis	3
ACC 755	Seminar: Selected Topics in Accounting	3
ACC 770	Managerial Accounting	3

SPORTS ADMINISTRATION
[Delivery Locations: Online]

Program Director: Robert Epling PhD
Academic Credentials: PhD, University of Tennessee, Knoxville, MEd, BS, University of Georgia
Contact Information: repling@stu.edu
Program Advisor(s): R. Epling
Program Description: The Graduate Business Certificate on Sports Administration is available to candidates that possess at least a Bachelor's degree and wish to acquire some of the knowledge and skills deemed necessary for a career in the management of sports. The Graduate Business Certificate in Sports Administration is awarded after completing the following four courses (12 credit hours) at St. Thomas University.

PROGRAM REQUIREMENTS:		**12 credits**
SPO 544	Sports Marketing and Promotions	3
SPO 546	Facility and Event Management	3
SPO 548	Sports Psychology	3
SPO 719	Legal Aspects of Sports Administration	3

TAXATION
[Delivery Locations: Online]

Program Director: Solange Amado Blunt
Academic Credentials: , EDBA, MBA, CPA Academic Credentials: EDBA, MBA, BA, St. Thomas University; MA, University of Miami
Contact Information: samadoblunt@stu.edu
Phone: 305-474-6957
Program Advisor(s): Solange Amado Blunt
Program Description: The Graduate Business Certificate in Taxation is designed for the accounting graduate
student who wishes to expand his/her taxation knowledge. A practitioner's viewpoint prevails. The certificate is awarded to those who complete 12 graduate taxation credit hours at St. Thomas University from the courses listed below.

PROGRAM REQUIREMENTS:		**12 credits**
ACC 505	Advanced Taxation	3
ACC 514	Income Tax Accounting	3
ACC 781	International Taxation	3
ACC 785	Taxation of Estates, Trust and Gifts	3

GRADUATE COURSE DESCRIPTIONS

ACCOUNTING COURSES
(All courses 3 credits unless otherwise specified)

ACC 501 Internal Auditing
The course covers internal audit from a broad perspective that includes information technology, business processes, and accounting systems. Topics include internal auditing standards, risk assessment, governance, ethics, audit techniques, and emerging issues. *Prerequisite: Undergraduate Principles of Accounting I and II or equivalent.*

ACC 502 Advanced Auditing
Auditing theory and practice focusing on the application of auditing standards and techniques in the achievement of audit objectives. Also covered are ethics, responsibilities, and specialized functions of CPAs and their changing role in society. *Prerequisite: Undergraduate course in Auditing or equivalent*.

ACC 503 Management Accounting II - Cost Analysis
Managerial applications of accounting data, cost-volume-profit analysis, budget administration, distribution-cost-analysis, contribution reporting, costs for decision-making, planning capital expenditures, and computer applications to decision problems. *Prerequisite: Undergraduate course in Cost Accounting or equivalent.*

ACC 504 Advanced Accounting Information Systems
Application of general systems concepts to accounting; and to operational, and related planning and control, information requirements. Database management systems, ERP, electronic document, e-business and applications in accounting. Emphasis on the analysis of computer-based controls, case histories, and AIS projects. *Prerequisite: Undergraduate course in Accounting Information Systems or equivalent.*

ACC 505 Advanced Taxation
Federal and state income tax laws and procedures applying to partnerships, corporations, and "S" corporations. Income tax planning is emphasized through the case study method. *Prerequisite: Undergraduate course in Federal Income Tax or equivalent*.

ACC 508 International Accounting
An overview of international financial reporting standards (IFRS) and comparison with U.S. Generally Accepted Accounting Principles (GAAP). The evolution of international accounting principles and practices, International Financial Reporting Standards, and reference to accounting and reporting requirements in selected countries are discussed. Current developments and implications for multinational organizations are also addressed. *Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 510 Intermediate Accounting I
Accounting principles and methodologies for the recording and reporting of financial transactions, income evaluation, and valuation problems associated with asset, liability, and equity accounting. *Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 511 Intermediate Accounting II
Advanced accounting theory and techniques for the recording and reporting of financial transactions; income determination and valuation problems in asset, liability, and equity accounting. Analysis and interpretation of accounting data, cash flow statements,

statements from incomplete records, and price level impact. *Prerequisite: ACC 510 or equivalent.*

ACC 512 Advanced Issues in Accounting
This course examines equity accounting for partnerships, accounting for business expansion, branch accounting, accounting for mergers, acquisitions, and consolidations. Consolidated financial statements, fiduciary accounting, fund accounting, and social accounting. *Prerequisite: ACC 511 or equivalent.*

ACC 513 Accounting Information Systems
Utilization of computers in accounting systems, highlighting practical engagement with operating systems, word processing, spreadsheets, database management, communication tools, and other software or applications pertinent to accounting. *Prerequisite: Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 514 Income Tax Accounting
This course covers the fundamentals of federal income tax under the Internal Revenue Code, with a focus on taxable income determination, withholding, and tax accounting rules. *Prerequisite: Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 515 CPA Exam Review 1 (FAR & AUD) (For Public Accounting Track Only) 1.5 credits *
The course covers a review of the CPA examination for parts FAR and AUD. Financial Accounting and Reporting (FAR) covers financial accounting and reporting principles, including the preparation and analysis of financial statements, and accounting for various transactions and events. Auditing and Attestation (AUD) focuses on auditing principles, standards, and procedures, including audits of issuer and nonissuer entities, attestation engagements, and preparation, compilation, and review engagements. *Prerequisites: ACC 502 Advanced Auditing or equivalent, ACC 503 Management Accounting II - Cost Analysis or equivalent, ACC 504 Advanced Accounting Information Systems or equivalent, and ACC 505 Advanced Taxation or equivalent.* *These courses are available with some restrictions and only with the advanced approval of the MAC Program Director.

ACC 516 CPA Exam Review 2 (REG & ISC/TCP/BAR) (For Public Accounting Track Only) 1.5 credits *
The course covers a review of the CPA examination for parts REG and one of the three discipline sections: ISC, TCP, or BAR. Taxation and Regulation (REG) examines federal taxation, business law, and ethical considerations for CPAs, including tax planning and compliance. Business Analysis and Reporting (BAR) focuses on business analysis, data analytics, and reporting, including topics like business combinations, derivatives, and employee benefit plans. Information Systems and Controls (ISC) emphasizes technology and business controls, including IT and data governance, internal control testing, and information system security. Tax Compliance and Planning (TCP) covers tax planning and compliance, including tax research, tax law, and tax planning strategies. *Prerequisites: ACC 502 Advanced Auditing or equivalent, ACC 503 Management Accounting II - Cost Analysis or equivalent, ACC 504 Advanced Accounting Information Systems or equivalent, and ACC 505 Advanced Taxation or equivalent.* *These courses are available with some restrictions and only with the advanced approval of the MAC Program Director.

ACC 530 Essentials of Accounting
An intensive study of accounting principles and practices for those with no previous background in accounting. The collection, reporting and interpretation of the financial data of a modern business firm is emphasized.

ACC 531 (MAN 530) Planning, Budgeting and Financing for Public Agencies An examination of the manner in which public agencies determine program priorities, allocate resources to carry out these programs, and obtain public funds through such mechanisms as taxation and bond issues.

ACC 533 Management Accounting I: Cost Accounting A Fundamental knowledge of cost accounting techniques, including job-order costing, process costing, cost analysis, cost-volume-profit analysis, cost allocation, activity-based costing, budgeting, variance analysis, and decision-making.

ACC 540 Fraud Examination
An introduction to fraud from the accountant's viewpoint covering types of fraud, methods of preventing fraud in organizations, approaches to fraud detection, spotting fraud symptoms, and investigation of fraud allegations. *Prerequisite: Undergraduate Principles of Accounting I and II or equivalent.*

ACC 541 Forensic Accounting
A survey of forensic accounting applications, including valuation, economic damages, fraud, family law, bankruptcy, securities and insurance claims, negligence, and contract disputes. Professional standards and the role of the forensic accountant as a critical team member in the resolution of complex legal issues are stressed. *Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 542 Forensic Accounting Practice Issues
The issues involved in managing a forensic accounting practice are explored. This includes such critical areas as the litigation process, relationships with attorneys, professional standards, investigations and evidence, asset recovery, practice management, reporting, and testifying. *Prerequisite: Undergraduate Principles of Accounting I and II or equivalent.*

ACC 543 Computer Auditing and Investigation
The computer, both as a source of evidence and a tool in forensic investigations and audits, is considered. Professional and legal standards, computer forensics, computer-assisted audit tools, IS audits, and special issues involving e-mail and e-business are explored. *Prerequisites: ACC 304 and ACC 402 or equivalents.*

ACC 605 Seminar in Accounting Theory
A study of the structure of accounting theory, with emphasis on definition, recognition and measurements of assets, liabilities, income and expenses. Special attention is given to standards set by FASB, AICPA, APB, & SEC and other sources. *Prerequisites: undergraduate course in advanced accounting or equivalent.*

ACC 755 Seminar: Selected Topics in Accounting
An opportunity for advanced students to study specific current topic areas in the accounting field, including taxation. *Prerequisite: Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 770 Managerial Accounting
An analysis of accounting information for the purpose of planning, controlling and decision making. Emphasis on financial statement analysis, cash flow statements, cost

analysis, budgeting, and control techniques. Case study method is emphasized. *Prerequisite: Undergraduate Principles of Accounting I and II or ACC 530 or equivalent.*

ACC 781 International Taxation
Analyzes the methods of taxation of business operations in other countries compared to the United States, including source of income, methods of operating overseas, bilateral tax treaties and their application, basis of US taxation, and resident versus non-resident taxpayer status. *Prerequisite: ACC 505 or equivalent.*

ACC 783 Tax Research
Emphasis upon current research methods and problem solving techniques. Tax ethics and the role of tax practitioner. Library training in the use of tax services, Internal Revenue Code provisions, and computerized tax research. *Prerequisite: Undergraduate course in Federal Income Tax or equivalent.*

ACC 785 Taxation of Estates, Trusts and Gifts
Income and wealth-transfer taxation and tax planning for estates, trusts and gifts. Income shifting and other aspects of estate and tax planning are emphasized through case-problem solution analysis. *Prerequisite: Undergraduate course in Federal Income Tax or equivalent.*

ACC 790, 791 Accounting Internship I, II 1-3 credits
Supervised internship, providing a practical learning mode for the graduate student to acquire skills, practice, and knowledge in the accounting field. Courses are evaluated on a pass/no pass basis. *Prerequisite: Program Approval*.

ACC 870 Managerial Accounting
In-depth analysis of accounting information for planning, controlling and decision-making. Emphasis on financial statement analysis, cash flow statements, cost analysis, budgeting, and control techniques. Employment of comprehensive case study methods. This course incorporates doctoral-level assessments. *Prerequisites: ACC 500, ACC 530 or equivalent*.

BIOLOGY COURSES
(All courses 3 credits unless otherwise specified)

BIO 500 Cellular and Anatomical Neuroscience 4 credits
A study of the cellular processes of neurons including neuroanatomical organization. Topics include, membrane biology, neurotransmission and neuroanatomy. The class is taught by text and journal literature and analysis of published scientific data.

BIO 501 Biology Seminar 1 credit
This course covers the concept of seminar presentation. A bi-weekly seminar will be presented by specialists in their respective fields. Student Researchers can also present their laboratory findings on a bi-weekly basis. A one-page review of the work presented in the previous seminar will be due the following week.

BIO 503 Cell and Molecular Biology 4 credits
This course covers various aspects of cell and molecular biology including an in-depth study of the Central Dogma or DNA-RNA-Protein and the processes involved, as well as transcriptional regulation in both prokaryotes and eukaryotes. The class is taught by text and journal literature and analysis of published scientific data.

BIO 504 Pharmacology **4 credits**

Pharmacology is the science of drug interactions on biological systems and incorporates the sources of potential pharmaceuticals, their chemical properties, biological effects or potential toxicity and, therapeutic dosages. Pharmacology is a science that is basic not only to medicine, but also to pharmacy, nursing, dentistry and veterinary medicine. This course will examine the molecular, biochemical, and physiological effects of drugs on cellular systems and their mechanisms of action as well as the absorption, distribution, and excretion of drugs from the body. Pharmacologists also use molecular modeling and computerized designed drug discovery tools to understand cell function. New pharmacological areas include the genomic and proteomic approaches for therapeutic treatments, which will be discussed.

BIO 505 Journal Club **1 credit**

Research-related, topics class that will present the latest in literature-based research materials. Students will be asked to individually present and defend scientific research papers in a round-table format. Students will have several opportunities potentially (based upon class size) to present selected papers though out the semester. Presentations will be 30 minutes in time. General monthly topics or themes will be selected and chosen by the group and individuals will present within the topic of the month.

BIO 506 Field Experience I **3 credits**

Field Experience I is the first part of a two semester sequence of internships within the field of their choosing. Students will choose work experiences or internships of their choosing within the first week of classes of their second semester of the program. Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities.

BIO 507 Field Experience II **3 credits**

Field Experience II is the second part of a two semester sequence of internships within the field of their choosing. Students will maintain these internships for the entire second and third (final) semester and a minimum of 8 contact hours per week between mentor and mentee will be required. Mentors will be required to report on a bi-weekly basis through reply email to St. Thomas class instructors as to the progress of their mentee. Medical, dental, veterinary students will be asked to shadow professionals within their field. Potential Ph.D. students will perform research internships within St. Thomas University or affiliated Universities

BIO 509 Developmental Biology **4 credits**

A study of the development of vertebrate and invertebrate organisms. This course will include cell biologically related aspects of development including, fertilization, induction, patterning, axis formation, gene expression and cell interactions. Early development of selected vertebrate and invertebrate organisms will be described. Weekly discussion of selected scientific literature papers is required. Students will prepare a mini grant proposal towards the end of each semester.

BIO 510 Bioethics **3 credits**

This course is an overview, at the graduate level, of fundamental principles as applied to contemporary human life bioethics. This course is taught from the Catholic tradition,

and includes topics dealing with critical moments in the development of human life; at the beginning of human life, at the end of human life, and in healthcare. This course serves as bioethical support for students who are pursuing a graduate degree aimed at a professional life in healthcare. This course is thoroughly interdisciplinary, and draws from knowledge in science, medicine, technology, philosophy and theology.

BIO 513 Fundamentals of Catholic Bioethics 3 credits
This course critically analyzes the fundamental Catholic moral principles and biological principles necessary for the proper determination of what may be done out of what can be done in empirical science, medicine and technology today. Technological advances in biomedicine presently afford an increasing number of interventions on humans and on nature, but the question still arises whether they should be done or not. This course includes an in depth analysis of key biological, philosophical, and theological principles relevant to contemporary bioethics, in turn grounded on a profound Judeo-Christian theological anthropology.

BIO 514 Responsible Research and Professional Conduct 4 credits
Introduction to key theories, concepts, principles, and methodologies relevant to the development of responsible research and professional ethics. Includes student development of a code of professional ethics through written work, class discussion, and case analysis.

BIO 520 Biology of the Cell 4 credits
This course covers the principles of cell biology. The cellular structures, functions, and metabolism of prokaryotic and eukaryotic cells, including cancer cells, are studied. The signal transduction methods used by cells to respond to the environment are emphasized. Techniques and their practical applications are discussed.

BIO 521 Molecular Biology and Biotechnology 4 credits
This course covers the principles and techniques of molecular biology and biotechnology. Students will learn how to analyze and manipulate nucleic acids, proteins, and gene expression. Techniques including gel electrophoresis, polymerase chain reactions, molecular cloning, and immunolabeling will be covered. Students will be exposed to practical applications of molecular biology and how it is used for biotechnology. They will examine the impact of biotechnology on society.

BIO 522 Understanding the Human Brain 4 credits
This course covers the fundamental principles of neuroscience. Neuroanatomical organization is studied. The cellular processes of neurons including membrane biology and neurotransmission are emphasized. Neural mechanisms underlying cognition, perception, movement, learning and memory are surveyed. Neurological disorders, including Alzheimer's disease and Autism Spectrum Disorder, are examined. Modern techniques to understand how the nervous system functions at the cellular and system level are emphasized.

BIO 523 Applied Plant Sciences 4 credits
This course is focused on the applications of plant science and plant biotechnology.

BIO 524 Direct Research and Exposition Variable credits
This course is designed to be an independent study course. Students will be required to perform research in the lab, keep a detailed lab notebook, write an original lab report summarizing the progress they made on their research project over the semester, and prepare and present a poster or talk. Students will be examined orally throughout the term on techniques learned and data interpretation.

BIO 597 Special Topics **Variable credits**
Diverse and modern topics in biological sciences. Topics will vary and are not repeated.

BIO 600 Bioethics of Human Population & Earth's Ecosystem **3 credits**
Explores the bioethical impact of the human population of Earth's ecosystems. Includes study of the earth's geosphere, atmosphere, hydrosphere, natural cycles, human recycling, energy sources and consumption, climate change, global warming, ocean acidification, biodiversity loss, mitigation, remediation and restoration. Particular attention is given to the carrying capacity of the human species on planet Earth.

BIO 601 Bioethical Decisions in Healthcare Services **3 credits**
Bioethical principles as they apply to areas of management, supervision, and clinical practice in the delivery of healthcare; bioethical dimension in decision making; case dealing with individual, family, professional, and societal rights and responsibilities within the context of caregiving.

BIO 602 Beginning of Human Life Bioethics **3 credits**
An examination of key issues and cases in beginning-of-life bioethics, including contraception, abortion, in-vitro fertilization, natural family planning, human cloning, and stem cell research, three-parent embryos, chimeras, and fetal medicine and surgery.

BIO 603 End of Human Life Bioethics **3 credits**
An examination of key issues and cases in end-of-life bioethics, including ordinary and extraordinary means of life support, assisting and substituting vital organs, the unconscious state, informed consent, proxy consent, DNR, POLST, MOLST, living wills, determination of death and organ donation.

BIO 604 Bioethics Internship **4 credits**
Supervised field experience in related activities/organizations relating to bioethics and/or medical humanities. 150 internship hours may be done either at a single location, or distributed among a variety of experiences; instructor will assist students in their search for meaningful internships in fields of interest and in the proper distribution of hours.

BUSINESS COURSES
(All courses 3 credits unless otherwise specified)

BUS 500 Fundamentals of Statistics **1 credit**
This course is an independent, self-paced study of statistical principles and practices for those with no previous background in statistics. As a one-credit-hour-course, it is for students who have not completed the MBA statistics prerequisite.

BUS 511 Cyber Security Management Law
Data breaches and other information security threats create significant risks for organizations that collect sensitive information about customers and employees. Students enrolled in this course will learn about the data security and privacy laws and regulations that govern the collection, use, storage, and destruction of sensitive information. An understanding of these laws can help an information security expert understand how organizations can implement a program that will minimize legal and business risks. Students will respond to mock data breaches to apply what they have learned about how to keep a company compliant with applicable data security and privacy laws.

BUS 532 Statistical Analysis for Management
An overview of basic probability and statistical techniques, to provide a foundation in the use of statistical methodologies, and the interpretation of the findings in analyzing business data. This course is graded P/NP (Pass/No Pass).

BUS 533 Quantitative Methods for Business
Quantitative methods are used in business to aid managers and leaders in making decisions. The course provides students with a comprehensive working knowledge of techniques and skills necessary for the application of concepts in other MBA courses. Students will focus on decision analysis, forecasting techniques, linear regression, project scheduling, queuing theory, and linear programming. *Prerequisites: BUS 500 its equivalent*

BUS 536 Entrepreneurship
The formation of a new enterprise and management of a small, growing business. Characteristics of the successful entrepreneur; methods of identifying new opportunities; legal and tax aspects of starting a new enterprise; pros and cons of various forms of organizations.

BUS 606 Global Social Media Management
Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course introduces students to marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) is having on traditional marketing and prepares them to incorporate social media into marketing strategy.

BUS 607 Cyber Law, Policy, & Security
The course will examine the national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a focus particularly on the management and security of Internet.

BUS 608 Ethical Hacking for Business
This course will provide graduate students with a framework to understand the structure and dynamics of **Ethical Hacking and Intrusion Detection** for Business in relation to **Cyber Security Management** practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop **Ethical Hacking and Intrusion Detection** for Business plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

BUS 613 Strategic Brand Management
Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for

understanding brands and when and how consumer perceive, evaluate, and respond to brands.

BUS 670 Advanced Operations Management
An overview of advanced concepts in operations management, including planning the operations system, organizing for and controlling operations. Concepts, theories, and decision-making techniques are combined with computer-augmented case studies. *Recommended: FIN 751*

BUS 672 Global Marketing Concepts and Strategies
Concepts, theories, and applications of marketing in an international environment, including the analysis of marketing opportunities, structuring of marketing programs, marketing efforts, and legal aspects of multinational marketing.

BUS-673 Management Writing & Reporting
Effective methods of researching, writing, and presenting case studies and management reports. Required as a first-term course for the MBA program.

BUS 702 Marketing in Emerging Markets
This course will address the most important issues involved in global marketing in emerging markets, including those in Africa, Asia, Latin America, the Middle East, and Eastern Europe. The course will provide a comprehensive overview of strategies, tactics and challenges to global marketing in the new BRICS environment, and will provide a framework for understanding commonalities of different regions while highlighting religious, cultural, economic and financial challenges.

BUS 704 Policy, Planning and Strategy Systems
Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MBA core courses have been completed. Pre-requisites: ACC 770, BUS 777, BUS 750 and MAN 700 or permission of instructor.

BUS 705 Advanced Information Systems
Computer information systems approached from an operating manager's perspective - what the system's capabilities are, how they should be designed and managed, and how their benefits can be best assured for the organization.

BUS 707 Marketing of Services
Marketing techniques as applied to service organizations, including the marketing of programs such as housing, education, health services, sports, government, and transportation.

BUS 708 Business Data Management
This course provides students with the expertise to collect, curate, and manage data within a business context. It covers topics such as data governance, quality control, and the ethical implications of data handling. Students will learn to implement data management strategies that align with organizational goals, ensuring data integrity and accessibility. This course is vital for aspiring business leaders who aim to leverage data as a strategic asset in today's data-information-centered environments.
Pre-requisite: BUS 777

BUS 709 Business Data Apps
This course provides students with practical applications of data analytics tools in the business landscape such as Excel, Microsoft PowerBI, Tableau, SPSS, and SAS. Students will gain proficiency in a variety of analytics software, learning to analyze and interpret

complex datasets to uncover valuable business insights. The course emphasizes hands-on learning with real-world datasets, enabling students to master the use of analytics applications in strategic planning, marketing, operations, and beyond. This course is crucial for those who aspire to transform data into actionable business insights, recommendations, and decision-making strategies and execution.
Pre-requisite: BUS 777

BUS 710 Bus Data Visualization
This course provides students with the skills to interpret and present data in meaningful ways. Through hands-on experience with cutting-edge visualization tools and techniques, students will learn to create impactful reports and dashboards that tell a story and drive business decisions. The curriculum covers principles of design and best practices in visual representation and reporting, ensuring graduates can convey complex data insights clearly and persuasively to stakeholders at all levels. This course is essential for those looking to lead in data-centric roles across various industries. Pre-requisites: BUS 708 and BUS 709

BUS 724 Foundation for Business Studies
The purpose of this course is to provide the foundation for understanding accounting, economics, statistics and case study analysis. The development of the aforementioned basic skills occurs within a business organization context and recognizes previously completed courses as well as experiential learning.

BUS 737 Ethical and Legal Environment of Business
This course is an examination of both ethical and legal issues from the perspective of business enterprises, the community and preservation of the environment. Study of case and statutory law and the use of case study method to analyze legal and ethical problems that arise in: various business, governmental and social contexts.

BUS 750 Strategic Marketing Management
A comprehensive overview of market analysis for new and on-going products and services. Competition, innovation, and the integrated organization of marketing and sales. A computer marketing simulation is utilized.

BUS 771 International Business Law
Foreign corporate laws and how they affect foreign operations; legal aspects of distributorship agreements, enforcement of agreements to arbitrate, the role of banking in international markets; and changes in taxes, licensing regulations, and antitrust laws. Anti-boycott and anti-dumping regulations are also covered.

BUS 774 Issues & Applications Import/Export
Contemporary issues in import and export. Determination of market demand, locating export markets, promotions, financing procedures, laws and documentation for exports and imports. Trade zones, dealing with banks, and techniques to reduce risk.

BUS 775 International Business
This course provides an introduction to the international business environment and the practices of multinational corporations in functional areas such as strategic planning, foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc.

BUS 777 Data Analytics for Business
This course provides an introductory framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics through the use of data, quantitative mathematical and

statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; and therefore to support them to make better, rational, fact-based, and data-driven business decisions.
Pre-requisites: BUS 532 or equivalent

BUS 780 Regional Business Economics Environment
This course is designed to familiarize students with the economic conditions and structure as well as the business environment and practices of one of four regions (Latin America, Europe, Africa, and Asia). It covers economic, cultural, political, institutional and legal issues relevant to the conduct of business transactions in the region. *Recommended: BUS 775*

BUS 789 Graduate Project
Individual pursuit of specialized objectives on an intensive basis. *Prerequisite: Department Approval*

BUS 792 Business Internship I **1-3 credits**
Practical learning mode for graduate student to acquire skills, practice and knowledge in the business world. Each internship is individually pre-arranged. Course is evaluated on a pass/no pass basis. *Prerequisite: Department Approval*

BUS 794 Seminar in Business Administration
Various topics in business administration will be presented in this seminar. *Prerequisite: At the discretion of the instructor*

BUS 795 International Management
This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Communications and negotiations as well as staffing and structural managerial decisions are explained in a dynamic context characterized by increasing cross-cultural interactions and globalization.

BUS 796 Cyber Security Management Field Experience
Practical learning mode for graduate student to acquire skills, practice and knowledge in the field of cyber security management. Registration by permission of Program Coordinator.

BUS 801 Quantitative Research in Business Administration
This course will introduce students to a variety of quantitative research techniques and prepare them for their doctoral dissertation by developing broader skills of scientific inquiry. The main focus of the course will be data collection techniques, interpretive data analysis techniques such as coding and reporting, multivariate analysis, regression analysis and time series analysis. The course will include hands-on computer laboratory activities using SPSS and other statistical software. *Prerequisites: Successful completion of the DBA first year course work.*

BUS 802 Qualitative Research in Business Administration
The course provides students an overview & practical experience in qualitative research methods in Business Administration and Management. Through the knowledge of the theory and practice of this approach students will know how discoveries arise, imaginative theorizing can develop and how methodological rigor of research has to be assured. The focus of this course includes: ethnography, content (theme) analysis, deconstruction, ethnostatistics analysis, microstoria, grand narrative, narrative networks, and plot analysis.

BUS 803 Theory in Business Research
Introduces students to what is theory and how it is important to management research. Students will learn how to critically evaluate theory, how to develop constructs and operationalize them as measure, the difference between inductive and deductive theory development, and the impact of research paradigm on theory and research.

BUS 804 Research Design in Business Administration
This course is designed to equip students to be critical users of information by learning about the variety of research strategies, designs, and operations that can be used. The course is designed to build a core set of skills by examining the full range of methodological choices, constraints, and compromises that occur in the applied research process. Principles of research theory, methods, inquiry, problem formulation, data collection, literature searches, and ethical considerations. Emphasis on how to design a doctoral-level research study.

BUS 805 Policy Planning and Strategy Systems
Concepts, theories, and practices in public, private, and non-profit organizations of policymaking, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MBA core courses have been completed, but before taking the comprehensive examination.

BUS 806 Global Social Media Marketing
Social media has opened up a number of new communication avenues that can be utilized for marketing, many of them free or at a relatively minimal cost. This course presents in-depth marketing management principles for the rapidly evolving disruptive impact that social media (Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest and other alternatives) are having on traditional marketing and prepares them to incorporate social media into advanced marketing strategy. This course incorporates doctoral level assessments.

BUS 807 Cyber Law, Policy, & Security
The course will examine the detailed national and international policy and legal landscape related to cyberspace and elements such as governance, privacy, security, cybercrime, cyber power, and the organizations involved in the formulation of such laws and policies. The course will consider the broader technology issues along with interdisciplinary influences and the regulatory role played by nations, in particular the U.S. government, the Internet Corporation for Assigned Names and Numbers, the United Nations, and treaty-based mechanisms for global governance, but with a comprehensive focus on the management and security of Internet. This course incorporates doctoral level assessments.

BUS 813 Brand Management Strategy
Brands are among the most valuable assets of a company. This course will address the most important issues involved in creating and building strong brands and maximizing the value of existing brands. The course will provide a comprehensive overview of strategies involved in building brand equity and will provide a framework for understanding brands and when and how consumer perceive, evaluate, and respond to brands. This course incorporates doctoral level assessments.

BUS 836 Entrepreneurship and Business Development
The formation of a new enterprise and management of a small, growing business. Characteristics of the successful entrepreneur; methods of identifying new opportunities;

legal and tax aspects of starting a new enterprise; pros and cons of various forms of organizations. This course incorporates doctoral level assessments.

BUS 850 Strategic Marketing Management
Comprehensive view of market analysis for new and on-going products and services. Competition, innovation, and the integrated organization of marketing and sales. A computer marketing simulation is utilized. This course incorporates doctoral level assessments.

BUS 875 International Business Strategy
This course introduces the international business environment and the detailed practices of multinational corporations in functional areas such as strategic planning, foreign investment, international marketing, logistics, financial management, taxation, human resource management, etc. This course incorporates doctoral level assessments.

BUS 876: International Business / Trade / Commerce
This course focuses on international trade, export markets, regulatory frameworks, risk reduction, and doctoral-level research applications

BUS 877 Applied Analytics for Decision Making
This course provides a comprehensive framework to understand the structure and dynamics of Data Analytics for Business in relation to Descriptive, Diagnostic, Predictive, and Prescriptive Analytics incorporating quantitative mathematical and statistical models, and information technology software and applications. Graduate students will apply Data Analytics for Business tools to help decision makers gain improved insights about their business operations; therefore, making better rational, fact-based, data-driven business decisions. This course incorporates doctoral level assessments.

BUS 895 International Management
This course analyzes the cultural, economic, strategic, organizational, technological and other issues that affect managerial performance in multinational corporations. Thorough analysis of communications and negotiations, as well as staffing and structural managerial decisions, in a dynamic context characterized by increasing cross-cultural interactions and globalization. This course incorporates doctoral level assessments.

BUS 904 Policy, Planning and Strategy Systems
Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. Comprehensive case study methods integrated with contingency approaches to management. This course incorporates doctoral level assessments. This course should be taken after most of the graduate core courses have been completed. Pre-requisites: ACC 870, BUS 877, BUS 850 and MAN 800 or permission of instructor.

COMPUTER SCIENCE COURSES
(All courses 3 credits unless otherwise specified)

CIS 504 Statistical Methods
A course in statistical methods covering probability, inference, regression, and hypothesis testing. The python libraries most commonly used in statistical work in data science are introduced and used.

CIS 541 Fundamentals of Data Science
This course provides the fundamental knowledge to equip students to capture and analyze all sorts of large-scale data from all kinds of fields, such as people, behavior,

information, devices, sensors, biological signals, finance, neurology, etc. The lifecycle and methodologies of data science will be introduced, including creating meaningful visualizations of data, model building and testing of models and hypotheses. Advanced topics such as clustering and association rules will also be covered. Ethical topics including inherent biases and potential model and statistical misuses will also be covered.

CIS 542 Internet Protocols and Network Security

This course provides an introduction to the field of network security and security protocols over the TCP/IP security. Specific topics to be examined include threats and vulnerabilities to network architectures and protocols, botnets, e-mail security, IP security, web security, network attack propagation modeling (traffic analysis, trace back mechanisms), and network security management techniques such as firewalls and IDS. Key protocols for network authentication, such as Key Exchange, Key Management, link layer security, routing security (IPSec), transport and application layer security, including (SSL/TLS, SSH, PGP), and security protocols in wireless networks are also discussed.

CIS 543 Programming for Data Analytics

This course will teach students how to program in a current data science programming language and how to use it for effective data analytics. Topics such as how to install and configure software necessary for a statistical programming environment shall be discussed in detail with their implementation in a high-level statistical language. The course covers practical issues in statistical computing which include programming, reading data into data structures, creating informative data graphics, accessing relevant packages, writing functions, debugging, and organizing and commenting code. Prerequisite: CIS 541

CIS 544 Data Mining and Machine Learning

This course introduces the basic concepts and fundamental algorithms in data mining and machine learning. A number of well-defined data mining tasks such as classification, estimation, affinity grouping and clustering, prediction, and data visualization are discussed. Key topics such as predictive modeling and predictive analytics, linear discriminants, neural networks, decision trees, support vector machines, unsupervised learning, reinforcement learning and others will be discussed in detail. Design and implementation algorithms will also be covered. Students will use data mining software extensively throughout the semester. *Prerequisite: CIS 504, CIS 602, CIS 541, and CIS 543*

CIS 545 Data Warehousing

The primary focus of this course is on Data Warehousing and its applications to various fields. We will concentrate on topics like: requirements gathering for data warehousing; data warehouse architecture; dimensional model design for data warehousing; physical database design for data warehousing, extracting, transforming, and loading (ETL) strategies; introduction to business intelligence; design and development of business intelligence applications, expansion and support of a data warehouse. Pre-requisite: CIS 548

CIS 546 Data Visualization

This course will be a lecture/laboratory based class to introduce the graduate students to basic methodologies in data analytics and visualization. This course will include basic techniques and methodologies such as data administration, statistical analysis, algorithm design, results presentation and visualization. This course will prepare the student for

future courses as well as internship courses at the 600 level. *Prerequisites: CIS 541 and CIS 543*

CIS 548 Data Engineering
This course covers the optimization of database design and queries. Topics include relational and non-relational databases, database system design, schema design, and coding and executing queries on a database system. Students will gain hands-on experience designing and implementing their own database systems.

CIS 602 Applied Machine Learning
A course aimed at introducing mathematical foundations of machine learning, data mining, and statistical pattern recognition and their implementation in Python language. Topics include supervised learning (parametric and non-parametric algorithms), support vector machines; neural networks; unsupervised learning (clustering, dimensionality reduction, recommender systems and deep learning), best practices in machine learning (bias versus variance theory) and foundations of artificial and augmented intelligence. *Prerequisites: CIS 541 and CIS 504*

CIS 608 Ethical Hacking
This course will provide graduate students with a framework to understand the structure and dynamics of Ethical Hacking and Intrusion Detection in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop ethical hacking and intrusion detection plans and initiatives in a globalized environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments. Pre-requisite: CIS 677

CIS 627 Analytics Capstone
The capstone course provides an opportunity for students to integrate and apply the data science, analytics, and/or cybersecurity skills and knowledge learned in the classroom to real world data. Students work individually on a project of their own design. At the end of the course, students submit a detailed report describing their work and summarizing their analyses and study outcomes. *Prerequisite: MAT 502, MAT 602, CIS 541, CIS 543, and CIS 544*

CIS 628 Cloud Foundations
Students will learn about many facets of cloud services from one of the largest cloud service providers. The class will go into some depth on topics including cloud security setting. It will also cover the various cloud storage options and what scenarios each is best suited for. And it will cover different ways computing resources can be applied. It will also discuss dynamic scaling and best practices in architecting cloud solutions.

CIS 673 Cyber Security Risk Management
This course will provide graduate students with a framework to understand the structure and dynamics of Cyber Security Vulnerability Assessment, Risk Management, and Compliance in relation to Cyber Security Management practices, tools, processes, and major functional activities related to the combination of offensive and defensive actions to protect information technology assets from threats, attacks, damages, and/or unauthorized accesses. In addition, this hands-on class intends to provide graduate students with a deep understanding and practical skills to develop Cyber Security

Vulnerability Assessment, Risk Management, and Compliance plans and initiatives in a globalized business environment heavily influenced by digital, interactive, viral, Web 2.0, Web 3.0, Social Media, and High Tech-Knowledge-Innovation environments.

CIS 675 Cybersecurity Operations
The purpose of this course is to allow students and IT professionals to move into the cybersecurity field. The course covers knowledge and skills such as: Threats and vulnerabilities: use proactive threat intelligence to manage organizational security and vulnerability activities. Software and Systems: employ security solutions to manage infrastructure and understand software and hardware assurance best practices. Compliance and assessment: apply security concepts for risk mitigation and learn the importance of frameworks, policies, procedures, and controls. Security operations and monitoring: analyze security monitoring data and apply configuration changes to existing controls as a way to improve security. Incident response: use the appropriate procedures, check potential indicators of compromise, and apply basic digital forensics techniques. Prerequisite CIS 677

CIS 677 Cybersecurity Technologies
This course provides an in-depth study of cybersecurity technologies critical to protecting information systems and data from threats in today's digital landscape. Students will explore a range of security concepts such as network, site, application and cloud security, as well as risk management, governance, and incident response. They will also study security technologies including cryptography, identity and access management, firewalls, and intrusion detection/prevention systems (IDS/IPS). Emphasis will be placed on the architecture, configuration, and deployment of these technologies, as well as the assessment of their effectiveness against evolving cybersecurity threats. Through hands-on labs and real-world case studies, students will gain practical experience in managing cybersecurity tools and responding to security incidents. Prerequisite: CIS 542

CIS 680 Analytics Internship (1 to 3 credits)
An internship offers students the opportunity to integrate their academic knowledge and experience with on-the-job training in an analytics or cybersecurity related field. *Prerequisites: CIS 504, CIS 602, CIS 541, CIS 543, and CIS 544*

CRIMINAL JUSTICE and JUSTICE ADMINISTRATION COURSE
(All courses 3 credits unless otherwise specified)

CJA 630 Juvenile Crime and Justice
This course is designed to familiarize the student with the juvenile justice system's origin and workings and current issues in juvenile delinquency and juvenile justice. Topics include the definition and extent of juvenile delinquency, the historical development of the juvenile justice system, theoretical explanations of delinquent behavior, gang delinquency, the policing of juveniles, restorative justice, and issues related to juveniles in the family, the schools, and the community.

CJA 650 Advanced Criminology
This course reviews the history of research in criminology and those responsible for the growth of the field. Students focus in-depth on various forms of criminal behavior in contemporary society, including new developments and understandings of street crimes, cybercrime, political crime, computerized fraud, identity theft, and the feminization of crime. The course concludes by examining topical issues in crime such as legalizing marijuana, free speech, the right to hate, and environmental crime.

CJA 651 Quantitative Research Methods in Criminology & Criminal Justice
This course focuses on classical experimental design, ex-post facto experimental design, data collecting methods, mail and interview surveys, content analysis, and the secondary analysis of archival data and other methods of quantitative research. The logic of causal analysis is identified along with related problems. A review of descriptive and inferential statistics is included especially as these are useful in evaluative research. *Prerequisite or Co-requisite: CJA 650*

CJA 652 Qualitative Research Methods in Criminology and Criminal Justice
This course focuses on direct observational study, covert and overt participant observation, ethnography, focus groups, interviews, and case studies used to collect data about criminal behavior, crime control policies, and related treatment programs. The benefits, limitations of these research methods and related ethical issues will be explored. The use of non-statistical strategies for analyzing data collected using these methodologies will be investigated. *Prerequisite: CJA 650 and CJA 651*

CJA 660 Advanced Criminological Theory
This course begins with a brief historical review of the major theories developed and used to explain, interpret, and/or specify various forms of crime and criminal behavior. It then focuses especially on popular contemporary criminological theories, their major principles, assets and limitations, practical applications to crime prevention and control programs, and the relevant research used to test and assess these theories and related programs. *Prerequisite: CJA 650*

CJA 670 Globalization and Crime
This course examines how globalization, free trade, and neo-liberalism have made a difference in crime in general and organized crime throughout the world. It explores how deregulating the economy and the vast poverty in underdeveloped countries have contributed to the prevalence of crime. Also explored are the many ways in which technology, commodity routing, labor markets, and the world of business and finance are conducted and have altered both the forms of transnational crimes and the types of sanctions applied to them. Prerequisite: CJA 650

CJA 690 Seminar on Deviant Behavior
This course examines in-depth the nature and extent of social deviance in American society, its various forms and consequences, and the theories offered to explain or interpret its occurrence. The intimate relationship between deviance and social power as well as the influence of social class, race, gender, and ethnicity on the definition, the perception, and both the public as well as the legal-professional reactions to deviance are discussed and critically assessed. Prerequisite: CJA 650

CJA 700 Research on Correctional Institutions: **Programs, Policies, and Prisoner Rights**
This course begins with a brief historical overview of the organization and implementation of corrections in America. It then focuses on major forms of corrections, their mandates, procedures, and common problems. It includes study of prisons, jails, half-way houses, probation, parole and other forms of community corrections. Alternative correctional philosophies are addressed such as incapacitation, retribution, and rehabilitation along with related issues. Also examined are such topics as prisoner cultures, indeterminate sentencing, capital punishment, and the controversial use of prison labor. The course concludes with a look at corrections internationally. Prerequisite: CJA 650

CJA 710 Globalization and Terrorism
This course explores terrorism as a conflict between socio-political power movements questing for hegemony, bound by ideological ties, and supported by rationales that not only justify their actions but neutralize remorse or guilt. The course raises the question: "Are revolutionary organizations engaged in guerilla warfare freedom fighters or terrorists?" An interdisciplinary approach is taken with the goal of understanding the significance of terrorism whether religiously, politically, socially, or personally motivated. *Prerequisite: CJA 650 or permission of the instructor.*

CJA 711 Participant Observation: Field Research in Criminal Justice
This course entails joining a criminal justice related group such as a police department, prison staff, probation office, etc., with the purpose of observing how its members interact and achieve their goals, the problems encountered, solutions to these problems, etc. The method aims at gaining an intimate familiarity with the group studied in their actual professional environment over an extended period. Students maintain a log of their learning experiences. Approximately 150 hours of in-field contact is required for the semester. Prerequisite: CJA 650, CJA 651, CJA 652, permission of the instructor and the program coordinator.

CJA 712 Economics of Crime
This course offers a full view of economics' contribution to crime and criminal justice. Principles of economics will be applied to analyze criminal behavior, the impact on society by criminal behavior, and the optimum allocation of criminal justice resources. The course explores the market for criminal activity, including organized crime. Also identified are factors affecting the demand and supply for criminal activity and how the criminal justice system and public policy impact these markets. *Prerequisite*: *CJA 650 or permission of the instructor*

CJA 714 Counseling Criminal Offenders, Crime Victims, and Law Enforcement Personnel
This course explores the effect of crime and violence on the mental health of its victims and law enforcement personnel along with best counseling practices for restoring them back to health. It also looks at best practices for counseling criminal offenders. Special attention is given to counseling children who are crime victims, the elderly as crime victims, multiple victims of crime, and first responders to violent crime scenes. *Prerequisite: CJA 650 or permission of the instructor*

CJA 715 Cybercrime and Its Control
This course examines the nature of cybercrime, its characteristic differences from traditional crime, and its many forms. Methods of investigating cybercrime, laws regarding cybercrime, and collecting evidence of cybercrime will be explored. Special consideration is given to identity theft, financial fraud, cyber-bullying, exploitation of children, and computer forensics. The major problems in collecting and analyzing evidence of cybercrimes and bringing cybercriminals to trial and justice are investigated. *Prerequisite: CJA 650 or permission of the instructor*

CJA 716 Cyber Crime in the Market Place
This course focuses on major forms of cybercrime in the marketplace including traditional criminal acts such as fraud, including mail and wire fraud, embezzlement, forgery, extortion, theft and transporting stolen property. Emphasis will also be given to newly developing forms of cybercrime such as hacking, virus dissemination, unauthorized access, and denied access as well as such property crimes as copyright and trademark infringements, fraudulent auctions, and identity theft. Also explored are techniques used

in these crimes such as phishing, session hijacking, and password cracking. The course concludes with a look at measures to prevent property crime in cyberspace.

CJA 717 Investigating Cyber Crime
This course focuses on major techniques used to investigate cybercrime, securing the crime scene, locating and collecting evidence of cybercrimes, laws governing the investigatory process, legal limits to searches and seizures of computers, profiling and computer forensics, sting operations in cybercrime cases, international cooperation in cyber pursuing cybercrime offenders, and problems of enforcement between different international legal systems.

CJA 760 Analysis of Law Enforcement Operations
This course provides an analysis of the strategies and programs utilized in modern law enforcement. Recent research studies and contemporary methods for assessing the effectiveness of current practices are examined.

CJA 766 Legal Aspects for Criminal Justice Administration
This course will focus on an understanding of administrative law and procedure in the U.S. legal system. The functions, roles, and interaction of administrators will be analyzed and evaluated.

CJA 775 International Comparative Criminal Law and Justice Systems
This course provides an in-depth comparison the Common, Civil, Socialist, and Islamic law system. It examines the organization and operation of policing, the courts, and correctional institutions as these occur in such countries as Great Britain, France, Germany, and China among others. Examination of the representative countries will also include discussions of their criminal laws and procedures, legal traditions, the roles of judges, lawyers and prosecutors, and their unique crime and justice issues.

CJA 776 Professionalism, Ethics, and Criminal Justice: A Capstone Course
This course addresses the tenets of morality and ethics in criminal justice. It explores the importance of character and professional behavior as it pertains to the recruitment, selection, and promotion of personnel within the criminal justice system. Public corruption, its consequences for maintaining public trust, and its control are also examined along with strategies for ensuring public cooperation in maintaining law and order. *Prerequisite: 18 graduate credits leading to the MA in Criminal Justice*

CJA 780 Problems and Issues in Criminal Justice
Problems dealing with crime, community, victims, special interest groups, media relations, and other issues are addressed. Case studies and the examination of current problems provide a mixture of practical and educational experience intended to stimulate new ideas and strategies.

CJA 790 Directed Management and Development Project
Students work with criminal justice faculty to identify a particular research project for in-depth independent study. This course requires the student to clearly demonstrate intellectual skills and engage in management problem solving. *Prerequisite: Permission of program coordinator*

CJA 795 Special Topics in Justice Administration
This course is designed to give the graduate student exposure to a variety of contemporary topics in the administration of justice. Topics will vary from term to term based on student and faculty interest.

CJA 810 Theories of Crime
Students will learn about theories, concepts, and definitions of criminology under the field of sociology. This approach is commonly called theories of sociological criminology. This perspective gives explicit attention to poverty, race and ethnicity issues, the structure of communities and social relationships. Like much social behavior, crime is multifaceted and potentially shaped by a range of factors that operate inside and outside individuals as well as communities and have variety of effects in life. Our purpose is to capture the diversity of thinking on crime causation that now prevails within criminology. We will learn the past as well as present theories of crime.

CJA 815 Globalization & Crime
Students will learn whether ending violence is simply a matter of making laws, changing laws, and more social control through implementation of these laws? This course is set out to familiarize students with crime caused and fomented through globalization. Students will learn definitions of globalization, causes of global crime both sociologically and politically. During the semester students will learn how globalization has contributed to organized crime at a global level. Furthermore, can the same concept contribute to the control and deterrence of crime? We will study a few methods of controlling and defeating terrorism in the face of unending globalization and inequality and examine their application throughout the globalized world.

CJA 817 Criminal Law & Society
Students will learn the different perspectives that law and society scholars use to discern the relationship between law and human behavior. Does law always protect individuals and result in beneficial social advancement? Can law be used to repress individuals and limit their rights? They will learn how the respect that is accorded to the legal system can be altered and critically questioned. Do we concede to laws and legal measures of social control, or do we live in societies where law is an instrument of coercion employed by dominant groups in different realms of culture, economy, and politics? In this course students will examine the entangled dialectical relationship between criminal law, individuals, and groups.

CJA 818 Counsel Victims/Offenders
Students will learn how most victims of crime have lived with the psychological wounds endured long after the physical wounds have healed. It understands victims and offenders because of damaged relationships. How do victims suffer intense fear and shock during their victimization? Students will learn how victims cope with these sentiments followed by feelings such as anger, anxiety, depression, social isolation, and helplessness. In addition, what has caused the offender to perpetrate the crime? What are the social and psychological causes? Part of this course will delve into how survivors of prolonged, repeated victimization, such as abused children and battered women, may develop severe mental health problems.

CJA 820 Restorative Justice
Students will learn about the details of Restorative justice and how it has become the term generally used for an approach to criminal justice (and other justice systems such as a school disciplinary system) that emphasize restoring the victim and the community rather than punishing the offender. This course will examine how Restorative Justice aims to restore the well-being of victims, offenders and communities damaged by crime, and to prevent further offending. It is an emphasis on various aspects of justice and the power of community, and victim-awareness-work with offenders.

DEL/HED (PHD IN ETHICAL LEADERSHIP) COURSE
(All courses 3 credits unless otherwise specified)

DEL 801 Advanced Interpersonal Leadership
This course provides an in-depth exploration of interpersonal leadership, focusing on advanced theories, empirical research, and applications critical to leadership development in organizational environments. Designed for emerging scholars and practitioners, this course examines the relationship between leadership behaviors, organizational culture, and human performance. Students will critically examine contemporary leadership theories and develop sophisticated strategies to influence individuals and groups through interpersonal dynamics. Emphasis is placed on research-based leadership models, narrative leadership, and the integration of growth mindset and resilience principles to address modern organizational challenges.

DEL 802 Moral Imagination and Decision-Making
This course develops capacity for moral imagination aimed at advancing organizational decision-making. Students will engage in experiential activities to improve decision analysis and leadership effectiveness. Additionally, students will discover biases in judgment, the possibilities and pitfalls of rapid cognition, and incorporate structured decision-making techniques to shape cultures of effective delegation, crisis management, and design thinking in organizations.

DEL 803 Complex Problems
This course explores questions in human wellbeing, organizational sustainability, and community development building upon a foundation for addressing challenges associated with our most pressing global problems. Transdisciplinary experts will lead diverse and innovative experiences engaging students in discussion-based inquiry, complex adaptive problem solving, and the integration of economic, environmental, food, health, and social systems' perspectives.

DEL 804 Assessment and Evaluation
This course creates opportunities for students to explore and develop formative, summative, and developmental assessment and evaluation metrics. Students will design SMART objectives aligning with organizational projects and strategic initiatives. Additionally, students will learn about how to justify and articulate return on investment (ROI) to stakeholder groups and customer bases.

DEL 805 Leadership in Action
Students in the course will share Ethical Leadership narratives with one another creating case study learning opportunities while practicing collaborative leadership and group problem-solving. Through this process, students will gain experiential knowledge and confidence while extending their ability to practice ethical leadership and accomplishing strategic goals addressing adaptive challenges in organization and community settings.

DEL 806 Liberty & Governance
Students within this course will develop understanding for liberty and historical and current governance applied with in community and organizational contexts. Students will develop and demonstrate integrated and practical approaches for ethical leadership within respect to liberty and effective governance.

DEL 807 Leadership, Vocation, & Mission
This course explores the intersections of leadership, vocation, and the mission of St. Thomas University, ethical leaders for a global community. It is grounded in the rich Catholic identity and tradition that is inherent to the university and leverages 1) faith,

2) character, 3) vocation, 4) gifts, and 5) skills to promote depth of reflection, effective decision-making, and service within organizational and community settings. Further it provides context for an integrated approach that blends philosophical understanding for the past, context for the current condition, foresight for the future, and a propensity to act. This course leads to ethical leadership agency and the accompanying practices

HED 801 Foundations of Higher Education
Students will explore the history of higher education and educational inquiry in the field developing a foundation for understanding the evolution of higher education in the United States and the philosophical and methodological conversations to inform ethical leadership practice and future research.

HED 802 Academic Cultures & Issues in Higher Education
Students will examine the academic core of higher education and the intricacies that influence the institutional engagement with their educational missions. In doing so, students will analyze the critical issues and scholarship related to the development and implementation of curriculum, learning outcomes, and engaging in academic work.

HED 803 College Teaching
This course is designed to engage students in teaching techniques, curricula, and resources in Higher Education. Emphasis will be placed on instruction in both formal (classroom and online) and nonformal (outreach) settings. Students within this course will develop capacity for teaching and learning for adult learners in higher education. They will explore and apply knowledge by practicing instruction techniques and implementing course design concepts. Applications of integrated assessment tools to evaluate learning effectiveness will also be examined as a part of this course.

HED 804 Economics and Finance in Higher Education
Students will examine the economics of higher education and its impact on finances in colleges and universities. This course will explore financial issues, sources of funds, financial roles of stakeholders, and financial management within the context of higher education.

HED 805 Organization & Administration of Higher Education
Students will examine the complex nature of institutions of higher education through major theoretical traditions used to make sense of the function and dysfunction of higher education institutions. Students will explore critical issues, diverse perspectives, and scholarship related to ethical leadership, management, governance, decision-making, and change unique to higher education organizations.

(Ed.D. IN EDUCATIONAL LEADERSHIP, Ed.S. IN ADMINISTRATION COURSES

(All courses 3 credits unless otherwise specified)

DIS 900 Doctoral Research Proposal
Students will develop a doctoral research plan. This course and the accompanying content create the trajectory for the culminating research experiences within the doctoral program. Additionally, students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of terms, and an organizational timeline for completion of the doctoral research process.

DIS 901 Doctoral Research I
Students will submit their IRB application and develop their literature review including theoretical and/or conceptual frameworks. Additionally, students will develop their research methodology/design including research purpose, objectives/hypotheses, data treatment, data collection, and data analysis.

DIS 902 Doctoral Research II
Students will collect and analyze data associated with research in collaboration with the chair and compose the findings and results section of the doctoral research process.

DIS 903 Doctoral Research III
Students will compose the resulting implications, recommendations, and study limitations. Additionally, the student will prepare a formal presentation for the chair and committee members in hopes of successfully defending their dissertation or implementing the results from their action research process.

DIS 904 Doctoral Research Continuation (1–3 Credits) Doctoral candidates who have fulfilled all the requirements for the degree, except the dissertation or action research process, are expected to be continuously enrolled in semesters preceding and including the graduation semester. Registration for this variable credit course will allow doctoral students to maintain student services and continue their research processes while maintaining communication with their respective Doctoral Research Chair. The number of credits for each term will be determined by the student's research chair in advance of each term and in consultation with the student based upon the student's progress towards doctoral research completion milestones. Faculty, including chairs and committee members, may not provide guidance to any students not registered in a dissertation course. This course will be repeatable P/NP where a P constitutes substantive academic progress through an iterative doctoral process as defined by the College Dean in collaboration with the EdD, DBA, and PhD in Ethical Leadership program directors and faculty.

ELI (ED.D. IN EDUCATIONAL LEADERSHIP, ED.S. IN ADMINISTRATION COURSES
(All courses 3 credits unless otherwise specified)

DIS 900 Doctoral Research Proposal
Students will develop a doctoral research plan. This course and the accompanying content create the trajectory for the culminating research experiences within the doctoral program. Additionally, students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of terms, and an organizational timeline for completion of the doctoral research process.

DIS 901 Doctoral Research I
Students will submit their IRB application and develop their literature review including theoretical and/or conceptual frameworks. Additionally, students will develop their research methodology/design including research purpose, objectives/hypotheses, data treatment, data collection, and data analysis.

DIS 902 Doctoral Research II
Students will collect and analyze data associated with research in collaboration with the chair and compose the findings and results section of the doctoral research process.

DIS 903 Doctoral Research III
Students will compose the resulting implications, recommendations, and study limitations. Additionally, the student will prepare a formal presentation for the chair and committee members in hopes of successfully defending their dissertation or implementing the results from their action research process.

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ELI 801 Theory and Practice of Leadership
In this course, students will analyze the theory and practice of leadership and address motivation, sources of power, change processes, group dynamics; the characteristics and abilities associated with effective leadership will also be examined. Students in this course will explore the diversity of leadership theory and the impact of diversity on leadership.

ELI 802 Ethics and Accountability
In this course, students will analyze issues of ownership, control, ethics, and accountability. The course employs a stakeholder framework, emphasizing an educational institution's social and ethical responsibilities to both external and internal stakeholder groups. The course further establishes how ethical or moral considerations are included in the public issues facing educational organizations and the decision-making process of leaders.

ELI 803 Information Management
This course will prepare students to use a variety of information applications in administration. Students will become familiar with data communications, the Internet, multimedia, and other forms of technology and the applications of each to the field of leadership.

ELI 804 Leadership for Crisis and Change
Drawing on the five-phase model of the change process, this course uses real-world examples to examine the design, development, implementation, and maintenance of educational innovations and improvements.

ELI 805 Globalization & Strategic Leadership
This course will prepare students to restructure and create empowering environments in

their organizations. A body of research will be reviewed to provide an empirical framework that can be used to draw conclusions about global strategic management and leadership in organizations striving to provide an empowering environment in the 21st Century.

ELI 808 Human Resources Development
Human resource management belongs in all organizations. In the 21st Century, human resource development has become an active participant in charting the strategic course an organization must take to remain competitive, productive, and efficient. The course examines the skills an HR manager must employ to be an effective diagnostician and problem solver.

ELI 809 Innovation and Leadership
Innovation and Leadership revolves around the concept that innovation is the specific instrument of leadership; and that it is organized, systematic rational work. Sources for innovative opportunities are many and varied and are found within the changing environment. The course is designed to provide a deep grounding in the field of innovation and leadership to students whose goal is to play a leading role in an innovation-driven environment.

ELI 813 Leading a Learning Organization
Organizations are systems within which humans are continually developing structures that influence their actions. This course helps students to become designers and members of organizations which engage in practices that encourage organizational learning. Students will examine ways that organizations create learning cultures, as well as leadership strategies that foster growth, creativity, and risk-taking while managing innovation, change, and future planning.

ELI 814 Cross-Cultural Relations
This course presents an analysis of major contemporary social problems with attention given to controversial issues that are common in the workplace. Included in this course will be the emphasis of theory, structure, and the effective practice of diversity and its application as a director, manager, employee, student, and faculty of academic organization who are involved in a diversified workforce.

ELI 815 Public Policy Leadership
This course examines various approaches to developing and managing public policy. It is intended primarily for leaders who are department heads, policy developers, managers, and executive officers in organizations, higher education, schools, school boards, and government and statutory agencies responsible for formulating or managing policies.

ELI 816 Consulting Practices
This course enables students to assess real-world concerns and challenges, and using their knowledge, skills, and aptitudes, evaluate strategies and solutions to resolve the challenges. The course also analyzes the consulting domain as it relates to internal and external barriers of organizations. Students will analyze, apply, synthesize, and evaluate consulting principles and practices through various instructional techniques. Additionally, students will evaluate the consulting process through case studies and research. The role of the consultant, project management concepts, and the application of key consulting methods and techniques will be evaluated.

ELI 818 Doctoral Inquiry
This course will explain the components of scholarly writing as students prepare to identify problems of practice for a future dissertation topic. The course will include the

process of a quality literature review using scholarly sources and peer reviewed articles. Students will identify problems of practice and conduct a literature review following a scholarly writing format.

ELI 819 Talent Development & Coaching
Managing Performance or Performance Management includes organizational activities that ensure that goals are consistently being met in an effective and efficient manner. It can focus on the performance of an organization, a department, an employee, customers, or a process. This course enables students to assess the tools used to effectively manage performance in organizations.

ELI 820 Issues in Ed Leadership
This course examines current and emerging issues and trends impacting education. Topics may include socially and culturally responsive teaching, teacher resiliency, trauma responsive classrooms, differentiation, student stress and mental health, grit, emerging technologies, flexible classrooms, and cultivating creativity. Topics will be dependent upon student interests and current national trends. Emphasis will be on developing, analyzing, and clarifying beliefs and practices as they relate to education.

ELI 999 Special Topics
Special topics related to instructional and technical areas.

ECONOMICS COURSES
(All courses 3 credits unless otherwise specified)

ECO 500 Fundamentals of Economics 1 credit
This course is a one-credit, independent, self-paced study of economic principles and practices for those with no previous background in economics. It is for students who have not completed the MBA economics prerequisite.

ECO 534 Managerial Economics for Business Decision-Making
This course focuses on the application of microeconomic theories in the business environment and explores the relevance of economic reasoning to managerial decision-making. Both economic models and quantitative applications will be emphasized. Emphasis will be placed on using analytical and quantitative tools to apply economic concepts to real world applications. Topics to be covered include: demand and cost analysis, forecasting, pricing decisions, game theory, risk analysis, capital budgeting and capital analysis. *Prerequisite: ECO 500 or equivalent*

ECO 671 International Economics
A comprehensive view of economics in the international environment, including the theories of international trade; foreign exchange; factor movements; macro-policies for open economies; and comparative approach to economics. *Prerequisite: ECO 500 or equivalent*

ECO 680 Arts Economics
Analytical micro and macroeconomic models to be applied to production, consumption and investment processes in art markets. Market failures and decision-making behavior of artists, art experts, art merchants, auction houses, museums, collectors and forgers. Heritage economics including art preservation, rights assignments on heritage property, the copyright assignment and the territorial management of heritage. *Prerequisites: ACC 500, BUS 500, ECO 500 and arts courses or Permission of Instructor*

EDUCATIONAL ADMINISTRATION COURSES
(All courses 3 credits unless otherwise specified)

EDA 601 Leadership in Education
This course will review, analyze, and apply concepts and theories of leadership with an emphasis on the importance of instructional and ethical leadership within a school. The impact of organizational and environmental factors, group dynamics, and change processes on school-site administration are explored.

EDA 602 Communication in Educational Leadership
Analysis of principles, processes, and techniques of effective communication, public relations in educational leadership, and school community relations. *Prerequisite: EDU 530 or Permission of Instructor*

EDA 603 School Law
Students will investigate the impact of school law on the rights of students and educators as guaranteed by the Constitution and its amendments. This investigation will include state and federal statutory and regulatory provisions, professional conduct of teachers, staff and administrators, and tort and contract liability.

EDA 604 School Finance
Describes and analyses current and emerging school finance plans; the influence of courts and federal and state legislation on those plans; the Florida Education Finance Plan; and the budget responsibilities of the school principal.

EDA 606 Curriculum and Instruction for Diverse Student Populations
A study of curriculum development and planning with an emphasis on meeting the needs of special need and limited English students. Educational program at all levels are reviewed in light of new federal and state accountability standards. The development of assessment skills related to curriculum evaluation is emphasized. Strategies for curriculum improvement are explored.

EDA 607 Seminar in Educational Leadership
Review of selected concepts and competencies in the field of educational leadership.

EDA 608 School Personnel Management
Focus is on skills needed for exercising leadership in school personnel recruitment, selection, assessment and development.

EDA 612 Applied Leadership Theory for Educational Leaders
Students will analyze the authority and responsibilities of the Principalship through a guided field experience/project-based internship in a K – 12 setting. In addition, current topics on the knowledge, skills, and dispositions necessary for school leadership will be explored in a seminar format. The final product for the course includes the portfolio, implementation timeline, final evaluation of the plan, and reflection on the individual's leadership and administrative strengths and opportunities for future professional growth.

EDA 613 Legal, Ethical and Policy issues in Charter School Management (Education Law & Policy)
Students will gain a functional knowledge of the statutory provisions and variations that define charter schools. This course will also enable them to apply their legal knowledge to identify and respond appropriately to legal issues raised or embedded in real-world situations. Finally, students will get an appreciation of the importance of monitoring and keeping themselves well-informed and up-to-date about state and federal laws, regulations, policies, and proposed legislation relating to education and charter school operations.

EDA 614 Finance for Charter School Leaders
This course will explore and analyze of all facets of financing education and current and emerging finance plans, focusing on charter schools. It will also examine the economics of education, recent 50-state court decisions, the Common Core State Standards, and the ongoing debate about school vouchers, tax credits, and charter schools. The influence of courts and federal and state legislation on school finance planning; the application of a specific state's education finance plan; and the fiscal responsibilities of the school principal will be discussed.

EDA 615 School Management and Administration
The primary goal of this course is to provide candidates the critical knowledge and skills in school management and administration to effectively operate a successful charter school. Topics include leadership, management, accountability, systems, growth, sustainability, facilities, and ensuring high quality faculty and staff.

EDA 616 Technology to Support Educational Leadership
This graduate course covers the role of technology in instructional leadership and administration. It provides students with a knowledge base on issues and concerns concerning computer use in education with an emphasis on technology planning and evaluation in K-12 settings. The course exposes students to a variety of computer applications for administration and instructional uses and provides the opportunity for hands-on activities.

EDUCATION FOUNDATIONS COURSES
(All courses 3 credits unless otherwise specified)

EDF 621 Psychological Foundations of Education
An intermediate course designed to apply psychological theories and principles of learning and development to teaching and student learning in career areas related to education. Challenges of diversity and teacher effectiveness are emphasized.

EDF 660 Social, Philosophical and Historical Foundations of Education
This course will assist student in examining and explaining the differing social contexts of schooling, the diverse value orientations represented in formal and informal education, and the major historical forces shaping schooling in America.

EDF 623 Leadership in Public, Independent, and Parochial Schools
This course is designed to encourage students to consider the challenges of leadership in both independent and parochial schools as part of the broader discussion of educational leadership in elementary and secondary education. The course will analyze the gap between the promise and performance of charter schools and the politics and economics driving the movement and implications for independent, parochial, and public.

EDT (INSTRUCTIONAL TECHNOLOGY) COURSES
(All courses 3 credits unless otherwise specified)

EDT 600 Introduction to Instructional Technology
This course provides students with an in-depth overview of the field of Instructional Technology. Topics include history, critical issues, emerging trends, key concepts of the field; and basic technology operations and concepts.

EDT 601 Human Performance & Instructional Design
This course explores Human Performance Technology (HPT) within instructional design, focusing on needs assessment, intervention design, and performance improvement strategies. Students will conduct performance gap analyses, apply Merrill's First Principles of Instruction, and develop solutions that extend beyond training to include organizational and environmental interventions. Additionally, students will evaluate AI-driven performance assessment tools for their effectiveness and ethical implications

EDT 602 Consulting for Instructional Design
This course prepares students for consulting roles in instructional design, focusing on stakeholder analysis, proposal development, and contract negotiation. Students will learn how to conduct needs assessments, develop consulting proposals, and apply negotiation principles in instructional projects. The course also explores the ethical implications of AI-driven consulting tools in learning and development environments.

EDT 603 Project Management for Instructional Design
This course provides an in-depth exploration of project management principles as applied to instructional design and learning & development (L&D) projects. Students will differentiate between Agile, Waterfall, and Hybrid project management methodologies, learn to manage projects within time and budget constraints, and apply AI-enhanced project management tools. Additionally, students will analyze risk management strategies and the ethical considerations of AI in instructional project management.

EDT 610 Instructional Design: Theories and Models
This course focuses on pedagogical theories as they relate to instructional design, and on existing and emerging models of instructional design. Topics include major schools of thought about how people learn, instructional and learning theories, and instructional design models and principles.

EDT 620 Technology Integration
This course focuses on how to integrate technology into the curriculum to effectively support and enhance learning. It provides students with opportunities to apply the principles and methods of technology integration by designing and developing real life technology-based projects. Topics include technology integration frameworks and strategies, and technology integration across the curriculum (language arts, math and science, foreign languages, social studies, music and art, physical and health education, and special education).

EDT 630 Multimedia Design and Development
This course is designed to develop students' technical skills in multimedia design and development for instructional purposes. Topics include visual design principles, desktop publishing, digital graphics, digital audio and digital video.

EDT 640 Advanced Multimedia Design and Development
This course is designed to develop students' technical skills with advanced interactive multimedia technologies. Topics include Web authoring tools, educational gaming and simulation technologies, educational 3-D technologies, and other emerging instructional technologies.

EDT 650 Practicum in Instructional Technology
This course provides supervised practice in applying students' knowledge, skills, and attitudes of instructional technology through placement in an appropriate work setting. It is intended to be a self-initiated and self-directed project which culminates students' interest and learning in the area of instructional technology.

EDT 800 Foundation of Digital Education and Instruction
This course serves as an overview and focuses on providing students with an introduction to the emerging technologies and pedagogically relevant resources to promote student learning in all organizations. Students will be introduced to the ideas, research, and terminology associated with learning and giving instruction in current complex digital environments, whilst also engaging in trying to understand the needs of future digital learning environments as technologies continue to develop as online learning evolves.

EDT 801 Digit Literacy and Citizenship
This course challenges students to define digital literacy and digital citizenship in a way that helps them to lead organizations of digital instructors and educators to provide excellence in instructional practice, collaborative inclusion, and safe learning environments for all students. This course also challenges students to think beyond definition the practical application of digital literacies and citizenship to organizations/institutions and all their coordinated leaders, employees, students, and other stakeholders.

EDT 810 Advanced Instructional Design & Technology
This doctoral-level course in Instructional Design and Technology is designed for students seeking to contribute to the field as scholar-practitioners. The course emphasizes critical engagement with advanced instructional design theories and both current and emerging educational technologies. Students will conduct original research aimed at advancing professional practice and expanding the evidence base of the discipline. Through rigorous examination of technology-enhanced learning environments, learners will design and evaluate innovative solutions that address complex educational challenges. Key areas of study include the application of Merrill's First Principles, the pedagogical implications of generative AI, and the transformative role of technology in shaping learner experiences.

EDT 830 Advanced Multimedia and AI Course Design
This doctoral-level course in Instructional Design and Technology prepares students to serve as scholar-practitioners who advance the field through research-informed practice. Learners will critically evaluate advanced instructional design theories, analyze current and emerging educational technologies, and conduct original research that contributes to evidence-based innovation. The course emphasizes rigorous examination of technology-enhanced learning environments and the design and evaluation of solutions that address complex challenges such as scalability, accessibility, and learner engagement. Key areas of study include the application of Merrill's First Principles, the pedagogical implications of generative AI, and the evolving role of technology in transforming learner experiences.

EDUCATION COURSES
(All courses 3 credits unless otherwise specified)

EDU 503 Applied Research Methods
This is an introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. This course is intended to make the student an informed consumer of research.

EDU 505 Methods of Teaching Modern Languages
This course offers a study of the methods of teaching foreign languages by investigating the evolving trends in language teaching, theories of second language acquisition and curriculum program development including instruction in the demonstration of teaching skills for individual analysis to improve performance.

EDU 506 Methods of Teaching English as a Second Language
This course offers a study of the methods of teaching English as a Second Language by reviewing the major methodologies and current trends in ESOL teaching and practicing various speaking, reading, writing and reading instructional strategies used in the ESOL setting.

EDU 511 Cross Cultural Communication and Understanding
This course is designed to develop awareness and understanding of the major cultures represented by the different language minorities within the state. It provides insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of limited English proficient (LEP) students who are speakers of other languages.

EDU 512 ESOL Curriculum and Materials Development
The course focuses on the teaching of second language philosophy and methodology. It highlights the development of curriculum and materials for teaching English to limited English proficient students.

EDU 515 The Catholic Educator: Issues, Challenges and Vision
This course helps the teacher develop a spirituality of teaching that assists their students in attaining their full potential as human beings. This is accomplished by exploring diversity, creativity, and ethical issues affecting the classroom.

EDU 516 Testing and Evaluation of ESOL
The course is designed to develop the knowledge and skills necessary in preparing students to select, adapt, and design assessment instruments and alternative testing techniques reflective of both instructional goals and the needs of linguistically and culturally diverse students in the ESOL classroom. Students will also become knowledgeable of the entry and exit procedures used to appropriately place students as well as the use of alternative assessment to determine readiness of LEP students to make a smooth transition to the regular classroom program.

EDU 517 ESOL Issues and Strategies with Field Experience
This course is designed to introduce issues and strategies of teaching English to speakers of other languages through content area instruction. The goal of this course is to develop the foundations of knowledge necessary to prepare teachers to understand the concepts upon which optimal environments for second language acquisition are based.

EDU 519 Charter School History & Leadership
This course will give charter leaders an understanding of the social, political, and economic context in which charter schools were conceived. It also examines the principles of leadership that would support efforts at addressing the issues and challenges facing those schools. It explores the processes, procedures, and curricula that would support a diverse community of learners.

EDU 521 Theory and Foundations of Effective Reading and Language Instruction w/ Field Experience
This course will familiarize students with current research-based theories of learning related to reading at the elementary and secondary level, with an emphasis on learning

styles, cognitive development models, and computer-based learning experiences in reading. Practical application of the theories will be addressed. Adaptive instruction as it applies to meeting individual needs will also be explored.

EDU 522 Diagnosis and Remediation of Reading Disabilities
This course familiarizes the student with a variety of techniques both formal and informal, for assessing reading levels, diagnosing reading disability, and measuring achievement. Techniques for assessing reading level and readability are explored.

EDU 523 Content and Methods for Teaching Health and PE w/Field Exp.
This course uses a competency-based, research focus to identify appropriate content and methods in the area of children's health and physical education. It will explore the physical, social, and emotional growth and development, personal health and wellness, community health and safety issues, instructional practices, subject content and appropriate curriculum design and assessment strategies in teaching physical education in the elementary school.

EDU 524 Literature and Multimedia in the Classroom
This course examines the various genres of children's and adolescent literature and their application in educational settings. Students will explore print, digital, and scholarly resources to locate, examine, and select literature appropriate for children and adolescents. Emphasis is placed on the use of literature and various media to support meaningful learning experiences in diverse classroom settings.

EDU 525 Content and Methods for Teaching Lang Arts w/Field Experience
This course provides students opportunities to learn and demonstrate skills in current practices of Language Arts instruction (K-12). Emphasis is placed on the use of Technology to teach the four basic components of Literacy: Reading, Writing, Speaking, and Listening. The diversified curriculum is based on current research in teaching elementary language arts that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 526 Content and Methods for Teaching Science w/Field Experience
This course focuses on the methods, materials and approaches for teaching science, including developmentally appropriate introductions to the physical, earth and life sciences. Emphasis is given to exemplary processes and projects. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary science that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 527 Content and Methods for Teaching Mathematics w/Field Experience
This course focuses on methods, materials, and approaches for teaching mathematics, including numeration, number systems, problem solving, measurement, informal geometry, and computational algorithms. Emphasis is given to the teaching and assessment of concepts. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary mathematics that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 528 Content and Methods for Teaching Social Science w/Field Experience
This course focuses on recent trends and issues in curriculum development and instructional practice in elementary social studies. Models of social studies programs will

be examined. Emphasis is on the areas of concept and skill development as they relate to the needs of children living in a multicultural society. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching elementary social studies that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 529 Content and Methods for Teaching the Arts w/Field Experience
This course focuses on the skills and techniques, cultural and historical connections, and creation and communication in the visual arts. Emphasis is placed on aesthetic and critical analysis of the visual arts and design and use of appropriate assessment strategies. This course is designed to prepare outstanding teachers who will perform effectively with elementary students in the current professional climate of diversity and restructuring. The diversified curriculum is based on current research in teaching art that responds to national and state competencies and standards and satisfies states' certification or licensure requirements.

EDU 530 Educational Measurement
This course introduces prospective teachers to all of the elements of assessment that are essential to good teaching. It provides students with an understanding of the role of assessment in the instructional process. Students will learn how to construct effective test questions that are aligned with learning objectives and how to evaluate published tests and properly interpret scores of standardized tests as well as how to make appropriate modifications for ESOL students.

EDU 540 Effective Teaching and Classroom Management
Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special, and inclusive classrooms will be studied along with local codes of conduct. Participants must apply knowledge of classroom management practices, school safety, professional ethics, and educational law to meet the instructional needs of all students.

EDU 541 Instructional Methods in 6-12 Math and Science
This course is designed to introduce students to traditional and contemporary teaching methods used to introduce mathematic and scientific concepts and ideas to middle and high school students.

EDU 555 Applied Linguistics: Language and Literacy through ESOL
This course provides an overview of the subsystem of language (phonology, morphology, syntax, semantics, and pragmatic) and how they vary from language to language (L1 vs. L2 developmental patterns). In addition, students develop the understanding of how first and second language acquisition principles relate to the instruction of linguistically and culturally diverse knowledge and understanding of first and second language use to enable them to improve and adapt their teaching strategies in order to facilitate learning within diverse populations and environments.

EDU 600 Human Growth and Development
This course provides an advanced overview of current research and theory in life-span human development. The course will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, educational, clinical, legal, and ethical issues will also be addressed.

Emphasis on the psychology of learning, maturation, nature-nurture, cognition, perception and personality.

EDU 668 Diagnostic Procedures of Testing
The procedures involved in psychological and educational testing instruments used in schools to measure achievement, aptitudes and abilities. Emphasis is placed on the principles and procedural elements involved in administering and analyzing standardized and non-standardized tests.

EDU 730 Classroom Management
Practical teaching methods, activities, and strategies will be emphasized to introduce the research on effective teaching. Psychological factors affecting the behavior of students in regular, special education, and inclusive classrooms will be studied along with local codes of conduct.

EDU 767 Assessment of the Exceptional Child
An overview of the formal and informal assessment procedures in intelligence, emotional and behavioral problems, language, achievement, transitional/vocational, and infant and early childhood. Application for exceptional student programming and placements.

EDU 882 School Administration
The responsibilities and tasks of school administrators are reviewed. Students will learn how school based administrators relate to other schools and to the district.

EXCEPTIONAL STUDENT EDUCATION
(All courses 3 credits unless otherwise specified)

EEX 500 Survey of the Education of the Exceptional Child w/Field Exp.
Foundations in exceptional student education in which historical perspectives, student characteristics, trends and issues, and medical and etiology of exceptional learners are discussed. Several techniques of prevention and intervention, from infancy through adulthood are explored.

EEX 501 Assessment of the Exceptional Child
This course provides students with a basic understanding of assessment concepts and their application to appropriate test selection, administration, and especially interpretation. It is a survey of assessment tools used to classify, diagnose, and evaluate individuals with disabilities with an emphasis on understanding and interpreting the most recently developed instruments and the development of informal assessments.

EEX 502 Language Development and Language Disabilities
This course provides students with a basic understanding of the nature of speech and language, of the developmental progression in language acquisition, and of the techniques for evaluating language development and remediating language and communication disorders in children. The study of language development and disorders, which includes the impact of language on learning and augmentative forms of communication, will be presented. Individual needs and remediation concerns are addressed from early childhood to adulthood. Impact of inclusion and alternate strategies for delivery of services in the mainstream are investigated.

EEX 503 Educational Management of Students with Exceptionalities
This course provides a comprehensive review of positive behavior supports as evidence-based practices to prepare special educators to meet the needs of students with

challenging behaviors. The main objective is to prepare students to promote student's personal growth, and to foster positive classroom learning environments.

EEX 504 Vocational and Functional Life Skills
This course covers the personal, social, and vocational skills that students with disabilities must acquire in order to transition from school to work and independent living. It focuses on the knowledge, strategies, and resources necessary to prepare adolescents and young adults with disabilities for the transition from school to work, continuing education, and independent living. Emphasis is placed on the context within which adolescence occurs, assessment and planning, instructional strategies, and collaboration with families and agencies.

EEX 505 Education of Students with Mild Disabilities with Field Experience
This course explores general approaches to teaching diverse students with mild to moderate disabilities in inclusive settings. It compares the interventions that emphasize the disabilities vs one that uses the characteristics of learners. Prevention, curricular planning and intervention and a broad overview of individualized programming, instructional adaptation, consultation, collaboration and use of research based strategies are also covered. The role of parent and professional organizations in the field is explored.

EEX 514 Instructional Strategies for Students with Intellectual Disabilities
Instructional strategies for teaching students with intellectual disabilities are discussed. The development, implementation and evaluation of individualized educational plans are stressed. Special approaches to teaching functional skills, developmental programming, and data based management to students ranging in age from kindergarten through high school are also discussed.

EEX 520 Concepts, Theories and Research in Learning Disabilities
This course provides an overview of the field of learning disabilities. Concepts, theories, and research in the field are covered.

EEX 522 Curriculum and Materials for Students with Learning Disabilities
This course emphasizes curriculum development and materials and methods for children with learning disabilities. Individual education plans are formulated and implemented by the students.

EEX 524 Instructional Strategies for Students with Learning Disabilities
Instructional Strategies for Students with Emotional Disorders. Instructional strategies and specialized approaches for teaching children with emotional disorders are emphasized.

EEX 530 Special Topics
Special topics related to instructional and technical areas in exceptional student education.

EEX 531 Current Issues
Current issues in curriculum, instruction and programming are covered.

EEX 534 Instructional Strategies for Students with Emotional Disorders
Instructional strategies and specialized approaches for children with emotionally disorders are emphasized. This course is specifically designed to help teachers, administrators, psychologists, and other service providers to work successfully with children who exhibit emotional and behavioral disorders. It provides a comprehensive and holistic repertoire of valuable, evidence-based treatment strategies.

EEX 540 Nature and Needs of Gifted Students
Identification procedures, services, the history of the field, and psychological factors affecting the development of gifted and talented children are covered in this course.

EEX 541 Educating Special Populations of Gifted Students
This course emphasizes special populations of gifted students, such as minorities, children with disabilities, underachievers, economically disadvantaged and highly gifted students. Student characteristics and program adaptations are stressed.

EEX 542 Theory and Development of Creativity
This course provides an overview of research, theory, practical applications, and resources on creativity with an emphasis on classroom applications for gifted students.

EEX 544 Curriculum and Strategies for Gifted Students
Curriculum, Instructional strategies, and specialized approaches for teaching gifted and talented children are emphasized

EEX 546 Guidance and Counseling of Gifted Students
The special needs of gifted children from the standpoint of guidance and counseling are covered. Techniques and skills necessary for working with gifted and talented students are emphasized.

EEX 550 Graduate Project in Special Education I
The student will complete a research project with the guidance of their major professor.

EEX 551 Graduate Project in Special Education II
The student will complete a research project with the guidance of their major professor.

EEX 624 Nature of Autism: Theory and Educational Practice
This course provides a foundation for individuals interested in educating learners with Autism Spectrum Disorders. The course reviews the historical and theoretical foundation, etiology, definitions, characteristics, developmental and learning profiles, assessment frameworks and procedures, current and emerging practices, individualized educational supports and service delivery models related to autism spectrum disorders.

EEX 625 Communication Foundations and Assistive/Instructional Technology
This course addresses the process of verbal and non-verbal communication skills and investigates research-based strategies and interventions for improving communication in individuals with autism spectrum disorder.

EEX 626 Assessment, Diagnosis and Individual Educational Planning (IEP) for Children with Autism
This course developes the knowledge and skill necessary to assess a complete, scientifically grounded, and clinically useful portrait of a child's strengths and difficulties in social behavior, language and communication, intellectual functioning, motor skills, and other key areas of impairment and comorbidity. A focus of the course will be on the use of data from a variety of sources to improve the accuracy of diagnosis and inform the development of individualized interventions.

EEX 627 Methods of Behavior Management
This course explores the idea of positive behavior support for promoting acceptable behavior in school and other settings where individuals with a form of autism learn. This course, grounded in research based interventions, is designed to assist all who work with these students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

FINANCE COURSES
(All courses 3 credits unless otherwise specified)

FIN 741 Investment Analysis
Study of principles and practices used in analyzing securities ranging from top-quality bonds to low-quality common stocks and warrants. Course coverage includes investment risks, portfolio management, and policies of institutional investors. Application of analytical techniques to securities, effective income/risk selection of securities and portfolios in theory and practice. *Recommended: FIN 751*

FIN 742 Financial Markets and Intermediaries
This course provides an examination of commercial banks and other financial intermediaries. The economic functions of credit and credit institutions; the structure and determinants of interest rates; and the various monetary theories are considered as well as the volume of money and credit, capital formation, prices, interest rates, balance of payments, and exchange rates. *Recommended: FIN 751*

FIN 746 Global Investment and Risk Management Strategies
Topics include: major global financial markets; major types of risks associated with global operations and investments; international portfolio construction; hedging, arbitrage, and speculative strategies and the potential risk-return benefits from these strategies; valuation of other contingent claims and trading devices. Also covered are: participants in international markets; the organization and operations of dealers; and innovations in derivatives markets. *Recommended: FIN 751*

FIN 751 Financial Management
Acquisition of capital and debt, long-range and annual budgeting, budget management, cash flow management, short-term debt financing, interfacing with operation functions. *Prerequisites: ACC 530 and BUS 724 or equivalents*

FIN 772 International Finance and Banking
An overview of the international financial system from the viewpoint of the corporate executive. Balance of payments, foreign exchange, financing and banking operations and institutions, capital budgeting and foreign investments, Euro-currency, international bond and capital markets. *Recommended: FIN 751 or equivalent*

FIN 851 Financial Management
Acquisition of capital and debt, long-range and annual budgeting, budget management, cash flow management, short-term debt financing, interfacing with operation functions. This course incorporates doctoral level assessments. *Prerequisites: ACC 530 and BUS 724 or equivalents*

HEALTHCARE ADMINISTRATION COURSES
(All courses 3 credits unless otherwise specified)

HQIS 610 U.S. Healthcare Delivery
Fundamental underpinning tenets of healthcare delivery for organizations, agencies, and systems include access, cost, quality, and continuity. The myriad of considerations for improving quality and creating an environment for safe delivery. Governing authorities, organizational hierarchies, types of management and leadership models will be examined with a special focus on the U.S. health care delivery systems. The management functions of planning, organizing, staffing, directing, controlling, and coordinating operations will frame discussions about fostering high quality and innovative organizational cultures. A

comparative overview of global health systems will assist in guiding reflections and considerations concerning management process improvement and financial management.

HQIS 630 Healthcare Quality/ Performance Improvement
Improving healthcare outcomes requires the use of tools and strategies to change processes critical for measured advances in healthcare quality and/ or return on investment. The historical evolution of quality improvement implementation in healthcare, emanating from the manufacturing industry, will be examined. Approaches and practical tools for improvement such as value-stream analysis, flowchart mapping, wishbone diagrams, root cause analysis, and after-action review will be explored.

HQIS 650 Healthcare Law and Policymaking
Regulations, compliance, and risk- management factors combine with market forces and consumer behavior to influence further improvement across these delivery areas. Modern reform to include the influences of landmark legislation such as Medicare and Medicaid and the Patient Protection Affordable Care Act (PPACA) will be examined. The effects of proactive risk-management initiatives to ameliorate system delivery and process outcomes will be examined. Course outcomes include an ability to describe the laws, and variables that affect the health care system and identify areas opportunities for innovation and improvement. The human resource legal framework, including the Fair Labor Standards Act and Equal Opportunity Commission guidelines will be discussed in relation to policies and procedures. Issues affecting Human capital/talent, threats of malpractice, and environmental risk factors influence quality and innovation.

HQIS 660 Healthcare Strategy
Engaging in a strategic planning initiative to help an organization articulate a vision requires an awareness of tools and their systematic uses. Products and services that differentiate organizations in the marketplace; and the tools used for establishing a desired organizational uniqueness are identified and examined. Strategic planning models, processes, and systems that foster efficiency and creativity to optimize return on investment, consistent with the organization's mission and vision, are explored.

MANAGEMENT COURSES
(All courses 3 credits unless otherwise specified)

MAN 503 Applied Research Methods
This is an introductory course on research design emphasizing computer skills, analysis and presentation of information. It is intended to make the student an informed consumer of research. *Must be taken in the first or second term of enrollment.*

MAN 510 Management Ethics
The study of ethics and ethical behavior in public and private organizations is the fundamental purpose of this core course, which also explores broad areas of social responsibility to others in the enterprise, customers, the community and the preservation of the environment.

MAN 530 (ACC 531) Planning, Budgeting and Financing for Public Agencies
This course provides an examination of the manner in which public agencies determine program priorities, allocate resources to carry out these programs, and obtain public funds through such mechanisms as taxation and bond issues.

MAN 532 Regulatory Agencies
The legal and regulatory aspects of government agencies create strong controls on the public and private operations and require knowledge of the judicial system, which interprets findings in terms of statutory and procedural content

MAN 540 Fraud Prevention, Detection and Investigation
An introduction to fraud from the manager's viewpoint covering types of fraud, fraud symptoms, methods of preventing fraud in organizations, approaches to fraud detection, and investigation of fraud allegations.

MAN 560 Finance for Non-Financial Managers
This course emphasizes financial and accounting concepts and techniques needed by managers who do not have accounting backgrounds. It includes such topics as break-even analysis, fixed and variable costs, budgeting and taxes for managers, and capital investment analysis.

MAN 607 Human Resources Planning and Staffing
The course explores the processes for forecasting staffing needs, and planning for the fulfillment of those needs through effective recruitment programs and valid selection methodologies. Developing an understanding of the legal framework covering staffing is a major objective of this course. *Recommended: MAN 703*

MAN 700 Organizational Behavior
This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. Students will be encouraged to apply theoretical material to case studies and their own organizations.

MAN 701 Organizational Design and Theory
This course views the organization from a macro perspective including the domestic and global environment. Size and technology are also explored in determining the structure and process of design while providing students with "diagnostic" skills.

MAN 703 Human Resource Management
This survey course of human resource management examines human resource planning, equal employment opportunity, staffing, performance appraisal, compensation management, training and development, quality of work life, health and safety, and labor-management relations. The legal environment surrounding human resource management practices is explored.

MAN 704 Policy, Planning and Strategy Systems
Concepts, theories, and practices in public, private, and non-profit organizations of policy-making, strategy, planning, budgeting, and various implementing systems. The case study method integrated with a contingency approach to management. This course should be taken after most of the MSM core courses have been completed, but before taking the comprehensive examination.

MAN 710 Legal and Regulatory Aspects of Management
Today's manager faces the complexities of legal and moral responsibilities created by administrative rules and procedures, which govern all phases of business. Study of actual case law involves the learner in making both ethical and legal decisions.

MAN 712 Labor-Management Relations
This course investigates the relationships between employees and employers. Systems of administration/management and the delivery of cost-effective goods are examined in the context of historical, legal and structural frameworks that regulate and influence the

course of employee/employer relationships. An emphasis is placed on negotiating and administering labor agreements effectively. *Recommended: MAN 703*

MAN 725 Community Development
Providing an integrated exploration of the forces and actors guiding local planning and execution, this course prepares students in developing strategies for solving problems of the community. There is a strong emphasis on demography, economy and sociological indicators.

MAN 727 Organizational Development
Organizational development (OD) is a planned approach to organizational change occurring through the introduction of philosophies, strategies and techniques of the practitioner. Ethical issues and the future of organizational development are discussed. *Prerequisite: MAN 703 - Recommended: MAN 510, 700, 701*

MAN 729 Human Resources Development
This course focuses on the foundations of HRD and the change process including needs analysis, design, implementation and evaluation. Employee socialization, skills training, coaching, counseling, and career development are covered. Current issues and future projections are also discussed. *Recommended: MAN 703*

MAN 730 Compensation Administration
Compensation administration provides an overview of wage and salary administration, the factors for determining equitable remuneration for services rendered, and the alternatives available for providing direct and indirect compensation. Benefits administration and the legal constraints pertaining to compensation are explored. *Recommended: MAN 703*

MAN 767, 768 Seminar I: Issues in Management
Various topics in management are presented in these seminars.

MAN 768 Seminar II: Issues in Management
Various topics in management are presented in these seminars.

MAN 789 Directed Readings in Management
This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of management, which is not attainable through the normal course offerings. Directed readings are allowed only with the permission of the Department and recommendation of the Program Office.

MAN 800 Organizational Behavior
This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. In-depth application of theoretical material to case studies and organizations. This course incorporates doctoral level assessments.

MAN 801 Organizational Design and Theory
Thorough view of organization from a macro perspective including the domestic and global environment. Size and technology are also explored in determining the structure and process of design while providing students with "diagnostic" skills. This course incorporates doctoral level assessments.

MAN 810 Contemporary Legal Issues in Management
Today's manager faces the complexities of legal and moral responsibilities created by administrative rules and procedures, which govern all phases of business. Comprehensive study of actual case law involves the learner in making both ethical and legal decisions. This course incorporates doctoral level assessments.

MAN 812 Labor-Management Relations
This course investigates the relationships between employees and employers. Systems of administration/management and the delivery of cost-effective goods are examined extensively in the context of historical, legal and structural frameworks that regulate and influence the course of employee/employer relationships. Detailed emphasis on negotiating and administering labor agreements effectively. This course incorporates doctoral level assessments. *Recommended: MAN 703*

MAN 827 Organizational Development
Organizational development (OD) is a planned approach to organizational change occurring through the introduction of philosophies, strategies and techniques of the practitioner. Ethical issues and the future of organizational development are discussed. This course incorporates doctoral level assessments. *Prerequisite: MAN 703 - Recommended: MAN 810, 800, 801*

MAN 867 Seminar I: Issues in Management
Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

MAN 868 Seminar II: Issues in Management
Various topics in management are presented in these seminars. This course incorporates doctoral level assessments.

MATHEMATHICS COURSES
(All courses 3 credits unless otherwise specified)

MAT 503 Introduction to Applied Mathematics
Introduction to basic methods of applied mathematics; probabilistic model, ordinary and partial differential equations, asymptotic and perturbation methods, numerical analysis and scientific computing.

MAT 505 Computational Fluid Dynamic
Application of and mastering numerical methods to solve equations of fluid dynamics and heat transfer for different boundary conditions and geometries. Topics include: optimization of mesh generation and iteration techniques and mastering Open Foam and ANSYS project software for CFD. The course has special emphasis on applications in areas of engineering processes, physiology, urban meteorology, pollution dispersal and civil engineering. Builds on undergraduate preparation in physics of fluids, partial differential equations, and numerical analysis.

MAT 507 Data Analysis and Probability
A course aimed at connecting concepts from statistics with inquired-based delivery. It is intended to review basic statistical techniques as well as to introduce modern methods of statistical analysis and its applications: Topics include: descriptive and inferential statistics, probability distributions, time series, correlation and regression analysis, multivariate analysis, ANOVA and ANCOVA, spatial analysis, and foundations of data analytics and big data.

MAT 603 Methods of Systems Biology and Complexity
A multidisciplinary course aimed at mastering mathematical and computational methods of Systems Biology and Complexity. Topics include: Complexity and Complex Systems, large linear systems, biochemical oscillators and complex nonlinear biochemical systems, modularity, redundancy, degeneracy, pleiostropy and robustness in complex biological systems, evolution of biological complexity, complex adaptive systems, physiological complexity, quantitative measures of complexity, irreducible complexity, ecological complexity and complexity in socio-economic systems (econophysics).

MAT 604 Nonlinear Dynamics in Physiology and Medicine
A biomathematics course aimed at mastering application of dynamical systems concepts and techniques in physiology and medicine. Topics include: mathematical cellular physiology and mathematical system physiology, resetting and entraining biological rhythms, reentry in excitable media, patterns of population growth and dispersal, morphogenesis, mastering Python applications in biomathematics.

MAT 605 Computational Neuroscience
An advanced biomathematics course aimed at mastering methods of computational neuroscience and processes of neural system learning. Topics include: atomistic simulation of ion channels, neural calcium dynamics, structure-based models of NO diffusion into the nervous system, stochastic modeling of single ion channels, firing variability in cortical neurons, bursting activity, likelihood methods for neural spike train analysis, network modeling, correlated neural activity, Hebbian learning, spike-timing-dependent plasticity, plasticity and learning, neurogenesis, and computational models for generic cortical microcircuits.

MASTER OF ARTS (MA) ETHICAL LEADERSHIP COURSES
(All courses 3 credits unless otherwise specified)

MEL 503 Applied Research Methods
An introductory course that surveys the variety of research designs used in educational settings with an application of evaluation research. Intended to make the student an informed consumer of research.

MEL 580 Managing Technology
This is an introductory technology course on using and understanding information for people who use computers as everyday tools both at home and at the workplace, not for individuals aiming to learn programming and designing computer systems. This course focuses on communications using computer technology, the digital revolution, the Internet, and the World Wide Web. It covers the fundamental computing concepts surrounding the digital age including software, hardware, data, people, communications, and procedures. It also examines ethical issues in the information age and investigates emerging technologies that could impact individuals as well as organizations in the future.

MEL 600 Leadership Foundations and Skills Assessment
This introductory course emphasizes empowerment; collaboration; participative management; team decision-making and organizational challenges. The course focuses on the models of leadership in today's organizations. The course also investigates the psychology, leadership abilities, and learning styles based on personal and professional experiences, values, and attitudes. Students develop a personal profile of their leadership

style utilizing several inventories for identifying leadership competencies. Focus is on applying various instruments to effectively ascertain group leadership styles and increase knowledge of organizational dynamics.

MEL 601 Interpersonal Leadership
Students within this course will develop capacity for self-reflection, a deeper understanding of self, personal hardiness, a more integrated philosophy of leadership, and a more transcendent perspective on how they and others can maximize individual growth and create more emotionally intelligent organizations.

MEL 607 Liberty & Governance
Students within this course will develop understanding for liberty and historical and current governance applied with in community and organizational contexts. Students will develop and demonstrate integrated and practical approaches for ethical leadership within respect to liberty and effective governance.

MEL 615 Performance Measurement and Control
This course develops a broad understanding of the economic environment in which organizations operate. Budgeting and control systems in organizations are emphasized in a manner that includes the establishment of performance criteria, accountability, and measurement of results.

MEL 620 Contract Negotiation and Development
This course focuses on management of the overall contract negotiation process and examines the basics of negotiation, including the procedures, processes, psychology, and skills. Perspectives of both government and commercial interests are explored.

MEL 630 Organizational Communication and Leadership
This course encompasses research, theories, and models of communication in organizations. The systematic nature of communication processes within the context of organizational environment, culture and structure are examined inclusive of maximizing communication effectiveness to overcome barriers and meet contingencies in achieving organizational goals.

MEL 635 Legal and Ethical Aspects of Organizations
This course encompasses the legal aspects of organizations to include regulatory agencies and their influence on organizations, torts, consumer protection, intellectual property rights, equal employment opportunity, and litigation. Ethical values include a study of their origins and the ways they are manifested in organizations as a basis for and stimulant of culture.

MEL 640 Organizational Leadership and Change
This course is a capstone course. This course provides knowledge of organizational development methods used in promoting organizational and large system change through concepts of diagnosis, development and implementation of intervention strategies and analyzing the effectiveness of change strategies. A leader's role in promoting change through strategic planning and change management is emphasized. In addition, students will produce a project-based research document examining their knowledge and skills gained from previous coursework.

MEL 645 Global and Cultural Diversity in Leadership
This course will prepare participants to recognize the differences in cultural value systems and behaviors in the global environment and how they affect leadership. Covers issues involved in multicultural organizations, including developing consensus within the organization for valuing diversity, relationship building, communicating across cultures,

and managing people of different genders, races, and cultures. The course compares and contrasts styles and effectiveness of leadership practices of contemporary and historical leaders.

MEL 650 Conflict Resolution and Mediation
Theory, structure and practice of collaborative negotiation and mediated negotiation. Application of the skills used to resolve conflict is emphasized. This approach to conflict resolution is generic and therefore appropriate for all professions whether formally or informally involved in resolving conflict.

MEL 655 Grant Writing
Examines beneficial strategies for focusing proposal efforts including organizing time invested in grant seeking. Stresses developing proposal ideas, determining priorities, documenting needs, organizing materials into a proposal, identifying potential funding sources, and managing a funded project.

MEL 660 Project Management and Leadership
This course will explore the dimensions and elements of project management; concepts, methodologies, strategies, and structures. Attention will also be given to cost controls, teamwork, and quality management. The role of the leader in managing projects will also be examined. The focus will be on general business project management.

MEL 670 Quality Management
This course emphasizes applications of principles and techniques of total quality management (TQM) in organizations. There will be an introduction to TQM tools, techniques, models, and strategies. Develop skills in analyzing the concepts and techniques in a TQM case study.

MEL 675 Managing Innovation in Organizations
This course focuses on the sources of change and innovation in the business environment, and strategies for managing change, especially in dynamic environments. The course will review the impacts of technological innovation as well as social, economic, and cultural change on management strategy. Topics include a systems framework for understanding the types of change, reframing as a change management tool, and the practice of innovative leadership in diverse organizational settings.

MEL 700 Organizational Behavior
This course provides a micro-perspective on organizations within the context of motivation, leadership, communication, interpersonal relations and group dynamics. Students will be encouraged to apply theoretical material to case studies and their own organizations.

MEL 701 Ethical Leadership Capstone
This provides a culminating experience to students in the MEL program. Students will develop capstone projects in advancing practical and tangible organizational and community-based initiatives grounded in ethical leadership.

MEL 799 Special Topics
Special topics related to instructional and technical areas.

BUSINESS COURSES
(All courses 3 credits unless otherwise specified)

MIS 879 Information Management Ethics
This course focuses on various ethical challenges that information professionals must confront. It explores different moral theories and their application to ethical issues. Students will examine frameworks for making ethical decisions, explore darker side of emergent technologies and their ethical implications. In particular, the ethical challenges that arise in the context of designing and using information systems and security technologies are discussed. The course also emphasizes responsibilities and ethical codes of conduct for the information dependent professions.

NURSING SCIENCE COURSES
(All courses 3 credits unless otherwise specified)

NUR 501 Philosophical, Theoretical Evidence Based Nursing Practice
This course will provide a forum for the student to analysis and utilize appropriate theory within their practice. Throughout the course, the student will enhance the skills to translate evidence-based research into evidence-based practice. The students will acquire skills in learning interrelationship between nursing theory, research, and practice along with the nature of scientific knowledge. The integration of theories from nursing and other sciences will enable the student to develop a broad and holistic methodology to care.

NUR 502 Advanced Pathophysiology
This course will provide the student with an advanced understanding of pathophysiology and system-focused physiology. Content will focus on normal physiologic and pathologic mechanisms of disease which serves as the foundation for clinical assessment, decision making, and management. Physiologic changes will be compared. Students will utilize critical thinking processes to analyze diverse client presentations of selected illness for symptomatology, pathophysiology, and health care implications.

NUR 504 Advanced Health Assessment and Differential Diagnosis
This course focuses on the advanced comprehensive health assessment of individuals across the lifespan. The course builds on the students' knowledge and skills of basics physical health assessment and provides a foundational framework for the advanced practice nurse. Upon completion of this course, students will effectively integrate the comprehensive physical, psychosocial, spiritual and cultural components of assessment with diagnostic reasoning. This course requires that the student complete 20 lab hours.

NUR 505 Diversity in Advanced Health Practice
This course explores the complexities of health service delivery to diverse populations. The social ecological models will be used to provide a deeper understanding on how diverse populations impact health policies, social justice, structural inequities, and the value systems of these groups. Variables related to gender, age, lifestyle, religion, culture, social class, race, and geography will also be explored.

NUR 506 Influencing Health Policy
This course focuses on influencing public policy related to the health system and resources at the state/national/global level. Emphasis will be placed on how health policies are formulated, how to affect this process, and how it impacts clinical practice and health care delivery.

NUR 507 Advanced Family Nurse Practitioner I: Children & Families
This course focuses on advanced practice nursing and health care management of children and adolescents. The focus will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 507CL. The student must successfully pass NUR 507CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 507CL Advanced Family Nurse Practitioner: Clinical I
The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 507. The student must successfully pass NUR 507 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 509 Advanced Family Nurse Practitioner: Adults
This course focuses on advanced practice nursing and health care management of adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 509CL. The student must successfully pass NUR 509CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 509CL Advanced Family Nurse Practitioner: Clinical III
The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical hours working in an FNP capacity. This course is a co-requisite of NUR 509. The student must successfully pass NUR 509 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601. There is an additional Course fee.

NUR 512 Role Transition to Advanced Practice Nursing
This course will provide a forum for the student to examine the roles of the advanced practice nurse. The content will include professional practice issues for the advanced practice nurse, working independently and collaborating with other health care professionals within the multidisciplinary/multiagency team. This course will also look at the scope of practice, professional responsibilities, informatics, and financial aspects of advanced practice.

NUR 514 Advanced Family Nurse Practitioner: Women's Health
This course will provide a foundational framework for advanced practice nursing in women's health. The focus will be on assessment, diagnosis, and treatment of common health problems in the culturally diverse women population. This course will also look at health promotion and disease prevention strategies in women. This course is a co-requisite of NUR 514 CL. The student must successfully pass NUR 514CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 514CL Advanced Family Nurse Practitioner: Clinical II
The role and function of the Family Nurse Practitioner (FNP) will be explored through the clinical rotation experience. This course requires that students complete 125 clinical

hours working in an FNP capacity. This course is a co-requisite of NUR 514. The student must successfully pass NUR 514 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 515 Introduction to Nursing Informatics
This course introduces students to the field of Nursing Informatics, focusing on the integration of nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. Students will explore the role of informatics in improving patient care, enhancing clinical decision-making, and supporting evidence-based practice.

NUR 516: Implementation & Evaluation in Health Informatics
This course provides an in-depth understanding of the principles and practices involved in the implementation and evaluation of health informatics systems. Students will explore the methodologies and tools used to plan, execute, and assess health informatics projects. The course covers topics such as system design, project management, data analysis, and the evaluation of health information systems' impact on healthcare delivery and outcomes.

NUR 517: Interoperability & Workflow
This course delves into the critical aspects of interoperability and workflow within the realm of health informatics. Students will explore the principles, standards, and practices that enable seamless data exchange and integration across diverse healthcare systems. The course emphasizes the importance of interoperability in enhancing clinical workflows,
improving patient outcomes, and supporting evidence-based decision-making.
The course emphasizes the importance of interoperability in enhancing clinical

NUR 518: Data Management & Analytics AI App
This course provides an in-depth exploration of data management and analytics within the context of nursing informatics, with a special focus on the integration of artificial intelligence (AI). Students will learn to manage, analyze, and interpret healthcare data to improve patient outcomes and healthcare delivery. The course covers data collection, storage, and retrieval, as well as advanced analytics techniques, including AI-driven decision support systems. Emphasis is placed on practical applications of AI in nursing informatics, ethical considerations, and the future of AI in healthcare.

NUR 520 Psychopharmacology
The Psychopharmacology course will cover the common psychoactive medications, classes, uses, effects, side effects, and prescriptive implications related to nursing care of clients with psychiatric mental health illness. This course provides direction for the psychiatric mental health nurse who functions in an advanced role in a variety of settings. The emphasis of the course will focus on the selection, use and monitoring of psychoactive medications and the ethical and legal considerations of psycho-pharmacology.

NUR 521 Foundational Concepts for Advanced Nursing Practice
This course explores the essential theoretical and practical foundations required for advanced nursing practice. Students will engage with key nursing theories, develop critical thinking skills, and learn to apply theoretical frameworks to diverse clinical environments. The course emphasizes the development and application of nursing models, theory development strategies, and the integration of evidence-based practice for effective and compassionate care.

NUR 522: Health IT Practicum
This practicum course provides students with hands-on experience in the implementation and management of health information technology (HIT) systems within healthcare settings. Students will apply theoretical knowledge to real-world scenarios, working under the guidance of experienced preceptors. The course emphasizes the development of practical skills in HIT project management, system integration, data analysis, and the evaluation of HIT solutions to improve patient care and healthcare delivery.

NUR 523: Capstone Synthesis Practicum
This capstone synthesis practicum course provides students with the opportunity to apply their knowledge and skills acquired throughout the MSN Informatics program in a real-world setting. Students will engage in professional activities and develop a culminating project that demonstrates their ability to integrate theory, principles, and concepts related to nursing informatics. The course emphasizes the enhancement of nursing practice and the promotion of positive social change through the application of informatics solutions.

NUR 530 Psychopathology
This course builds knowledge of theoretical foundations of advanced nursing practice, mental health assessment, group and family therapy, models and theories of psychiatric nursing, neurobiology, psychopharmacology, research methods and pathophysiology, with psychiatric patients. Individual therapy, cognitive-behavioral therapy, family-based interventions, psychopharmacological interventions, trauma-based interventions and combinations of these treatments will all be presented.

NUR 600 Clinical Pharmacology
This course will focus on pharmacokinetics and pharmacodynamics of broad categories pharmacologic agents for the management of common acute and chronic health problems of diverse populations. Emphasis will be placed on the application of the principles of pharmacology as the foundation for clinical decision making in select pharmacologic agents for the management of client health problems based on client variations and the problem being managed.

NUR 601 Health Promotion and Disease Prevention
This course explores nursing as an art and science in the areas of health promotion and disease prevention across the health-illness continuum with clients: the individual, family, or community. Strategies on how to effectively apply culturally and environmentally sensitive interventions will also be explored. The course serves as the foundation to develop further assessment skills to sharpen the knowledge base of the advanced practice nurse in promoting health and preventing acute and chronic diseases. Throughout the course, the student will enhance the knowledge to translate relevant clinical guidelines and evidenced-based research into evidenced based practice to promote health and prevent chronic health problems.

NUR 602 Advanced Nursing Leadership
This course offers Master of Science in Nursing (MSN) students an in-depth exploration of diverse leadership approaches within the nursing profession. This course provides students with the knowledge, skills, and strategies necessary to effectively lead and manage healthcare teams, promote organizational excellence, and drive positive change in complex healthcare environments. Through a combination of theoretical discussions, case studies, and assignments, students will examine various leadership theories, styles, and models, including transformational, transactional, servant, authentic, situational, ethical leadership. Students will have gained a comprehensive understanding of different

types of leadership and their applications in nursing practice, as well as the ability to critically analyze leadership strategies and implement evidence-based leadership practices to enhance organizational effectiveness and improve patient outcomes.

NUR 603 Advanced Nursing Practicum
This course is tailored for students to apply theoretical knowledge and clinical skills to the development and implementation of evidence-based projects in a real-world healthcare setting. Students will create a capstone project which will explore key concepts related to evidence-based practice, project management, quality improvement, and healthcare leadership. Students will complete 60 practicum hours. Emphasis will be placed on understanding the research process, critically appraising evidence, identifying practice gaps, and formulating evidence-based solutions.

NUR 604 Nurse Executive Leader Community Integration
This course offers Master of Science in Nursing (MSN) students seeking a concentration in nurse executive (NE) leadership an opportunity to learn and practice the NE leadership skills and competencies required for knowledge of the health care environment. This includes practice and application of care delivery models, recognition of both internal and external influences, importance of quality and safety measures, and prioritization of both short- and long-term organizational interests using economic strategies to integrate macro- and micro health care policy influences utilizing applicable regulations, statutes, evidence-based practice, and informational sciences. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, 512.

NUR 605 Transformational Leadership: A Holistic Approach to Leading Change
This course offers Master of Science in Nursing (MSN) Nurse Executive candidates an in-depth exploration of Transformational leadership, aiming to cultivate the essential skills and knowledge needed for leadership within healthcare organizations. Students will explore the theories and principles of transformational leadership and their practical applications to nursing management and policy. Topics will include fostering a culture of innovation, driving change in complex systems, empowering teams, enhancing communication, and addressing ethical considerations in leadership. Students will learn to identify and develop leadership qualities that inspire and motivate others, ultimately promoting high-quality patient care and improved organizational outcomes. By the end of the course, graduates will be prepared to lead with confidence and adapt to the evolving challenges in the healthcare landscape. The following courses must be taken prior to being enrolled in this course: NUR 604.

NUR 606 Financial Management for Leaders
This course offers the Master of Science in Nursing (MSN) Nurse Executive (NE) students the opportunity to learn and practice the necessary healthcare industry business skills and principles such as financial management, strategic planning, and human resource management skills and competencies. This includes practice and application of financial processes, economic applications (e.g., finance, accounting, bond ratings, and operational margins), data gathering and application, identification of strategic objectives, contract management, diversity of workforce, and establishing mechanisms to support workforce professional growth. The following courses must be taken prior to being enrolled in this course: NUR 605.

NUR 607 Advanced Strategies for Interprofessional Collaboration in Healthcare
This course examines the role of interprofessional collaboration in advancing safe, high-quality patient care and improving healthcare outcomes across diverse settings.

Emphasizing complex decision-making and evidence-based practice, the course prepares nursing leaders to spearhead initiatives that integrate advanced communication, quality improvement strategies, and patient-care technologies. Students will cultivate skills in advocating collaborative, patient-centered policies that promote health equity, with a focus on system-level approaches to healthcare delivery. The following courses must be taken prior to being enrolled in this course: NUR 606.

NUR 608 Relationship Management
This course offers the Master of Science in Nursing (MSN) Nurse Executive (NE) students an opportunity to learn and practice the skills and competencies needed in communication and relationship management. This includes effective communication, influence on behaviors, and relationship management. Skills and competencies practices will include communicating effectively with transparency, creating a consensus toward a common goal, fostering strategic partnerships, managing conflicts, and incorporating organizational influence(s) into stakeholder interactions. The following courses must be taken prior to being enrolled in this course: NUR 607.

NUR 611 Advanced Practice Nursing Integration Practicum
The student will synthesize all elements of previously gained knowledge and skills from courses and clinical experiences by developing a research project about integrating research findings into practice with evaluation of client system outcomes. The students will be expected to present their research project via oral or PowerPoint presentation to the students and our faculty. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, 512, 600, 601, NUR 507, NUR 507CL, NUR 509, NUR 509CL, NUR 514, NUR 514CL, NUR 514, and NUR 514CL.

NUR 612 Adult Gerontology Acute
This course focuses on the management of acute/chronic and rapidly changing conditions of older adults. The emphasis will be on assessment, diagnosis, health promotion, prevention of illness, and management of common health problems in this culturally diverse population. This course is a co-requisite of NUR 612CL. The student must successfully pass NUR 612CL to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 612CL Advanced Family Nurse Practitioner: Clinical IV
The role and function of a Nurse Practitioner in adult gerontology health will be explored through the clinical rotation experience. This course requires students to complete 125 clinical hours working in adult gerontology. This course is a co-requisite of NUR 612. The student must successfully pass NUR 612 to pass this course. The following courses must be taken prior to being enrolled in this course: NUR 501, NUR 502, NUR 504, NUR 506, NUR 512, NUR 600, and NUR 601.

NUR 616 Research & Evidence-Based Practice Application Practicum
This course will allow the Master of Science in Nursing (MSN) Nurse Executive (NE) candidate to practice the skills and competencies necessary to lead and manage a health care organization. The candidate will demonstrate the American Organization of Nurse Leaders (AONL) Nurse Executive Leadership Competencies and the American Association of Colleges of Nursing (AACN) 2021 Advanced Level Essentials through a research and/or evidence-based practice application practicum utilizing a mentor/preceptor to assist with guiding the candidate in successful project implementation and evaluation. The following courses must be taken prior to being enrolled in this course: NUR 608.

NUR 620 Psychiatric Management I
This course provides didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidenced-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR620CL Psychiatric Management I
This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidence-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan. There is an additional Course fee.

NUR 625 Adult-Gerontology I
This course will provide students with the ability to be prepared in the professional role in advanced nursing practice focusing on the primary care and wellness of young adults, adults and older adults population on the HEENT, Cardiovascular and Respiratory systems. Students will base their learning on national guidelines, professional standards, evidence-based practice strategies, cultural competency, health promotion and disease prevention. Students will cover patient counseling and education at the advanced nursing practice level, focusing on the diagnosis, management, and therapeutic interventions on the primary care setting for young adults, adults and older adults. The students will be able to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity. This course is a co-requisite of NUR 625CL. The student must successfully pass NUR 625CL to pass this course. There is an additional Course fee

NUR 625CL Adult-Gerontology I
This clinical course will provide the Adult-Gerontology Nurse Practitioner student the ability to practice taking patient's history, completing physical examination while incorporating pharmacology, and implementing evidence-based practice using the national screening guidelines across the young adult. The students will be able to diagnose, recommend therapeutic measures, provide education, health prevention and disease promotion at the level of advanced nursing role. Students will acquire the necessary skills to provide safe and effective care. This course is a co-requisite of NUR 625. The student must successfully pass NUR 625 to pass this course.

NUR 630 Psychiatric Management II
This course provides continuation of didactic experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidence-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR 630CL Psychiatric Management II
This course provides continuation of clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan with acute and/or chronic psychiatric disorders. Evidence-based practice is used. Emphasis is given to promoting, maintaining, and restoring wellness to patients across the lifespan. A holistic therapeutic approach is used to enhance the functioning of diverse individuals across the lifespan.

NUR 635 Adult-Gerontology II
This course will provide students with the ability to be prepared in the professional role in advanced nursing practice focusing on the primary care of young adults, adults and older adults population on the Skin, GI, Hematology, and Endocrine systems. Students will base their learning on national guidelines, professional standards, evidence-based practice strategies, cultural competency, health promotion and disease prevention. Students will cover patient counseling and education at the advanced nursing practice level, focusing on the diagnosis, management, and therapeutic interventions on the primary care setting for adults. The students will be able to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity. This course is a co-requisite of NUR 635CL. The student must successfully pass NUR 635CL to pass this course.

NUR 635CL Adult-Gerontology II
This clinical course will provide the Adult-Gerontology Nurse Practitioner student the ability to practice taking patient's history, completing physical examination while incorporating pharmacology, and implementing evidence-based practice using the national screening guidelines across the adults. The students will be able to diagnose, recommend therapeutic measures, provide education, health prevention and disease promotion at the level of advanced nursing role. Students will acquire the necessary skills to provide safe and effective care integrating research-based knowledge on the precepted clinical experiences in the primary care setting. This course is a co-requisite of NUR 635. The student must successfully pass NUR 635 to pass this course.

NUR 640 Psychiatric Management III
This course provides the student with advanced knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 640CL Psychiatric Management III
This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 645 Adult-Gerontology III
This course will provide students with the ability to be prepared in the professional role in advanced nursing practice focusing on the primary care of young adults, adults and older adults' population on the Neurology, musculoskeletal systems, and diseases related to gender (male and female). Students will base their learning on national guidelines, professional standards, evidence-based practice strategies, cultural competency, health promotion and disease prevention. Students will cover patient counseling and education at the advanced nursing practice level, focusing on the diagnosis, management and therapeutic interventions on the primary care setting for older adults. The students will be able to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity. This course is a co-requisite of NUR 645CL. The student must successfully pass NUR 645CL to pass this course.

NUR 645CL Adult-Gerontology III
This clinical course will provide the Adult-Gerontology Nurse Practitioner student the ability to practice taking patient's history, completing physical examination while incorporating pharmacology, and implementing evidence-based practice using the national screening guidelines across the older adults. The students will be able to diagnose, recommend therapeutic measures, provide education, health prevention and disease promotion at the level of advanced nursing role. Students will acquire the necessary skills to provide safe and effective care integrating research-based knowledge on the precepted clinical experiences in the primary care setting. This course is a co-requisite of NUR 645. The student must successfully pass NUR 645 to pass this course.

NUR 650 Psychiatric Management IV
This course provides continuation of advanced knowledge for the students in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 650CL Psychiatric Management IV
This course provides the student with clinical knowledge in group psychotherapy techniques that are applicable across the lifespan focusing on theoretical and conceptual models of group dynamics using evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. This course promotes and maintains effective and therapeutic communication patterns in a variety of groups settings.

NUR 655 Adult-Gerontology IV
This course will provide students with the ability to be prepared in the professional role in advanced nursing practice focusing on the primary care of young adults, adults and older adult population on infectious diseases, oncology, mental health, and diversity conditions. Students will base their learning on national guidelines, professional standards, evidence-based practice strategies, cultural competency, health promotion and disease prevention. Students will cover patient counseling and education at the advanced nursing practice level, focusing on the diagnosis, management and therapeutic interventions on the primary care setting for young adults, adults and older adults. The students will be able to evaluate and manage diverse patient populations with complex primary care health needs ranging from acuity to chronicity, including palliative and end-of-life care. This course is a co-requisite of NUR 655CL. The student must successfully pass NUR 655CL to pass this course

NUR 655CL Adult-Gerontology IV
This clinical course will provide the Adult-Gerontology Nurse Practitioner student the ability to practice taking patient's history, completing physical examination while incorporating pharmacology, and implementing evidence-based practice using the national screening guidelines across the young adult, adults and older adults. The students will be able to diagnose, recommend therapeutic measures, provide education, health prevention and disease promotion at the level of advanced nursing role. Students will acquire the necessary skills to provide safe and effective care integrating research-based knowledge on the precepted clinical experiences in the primary care setting. This course is a co-requisite of NUR 655. The student must successfully pass NUR 655 to pass this course.

NUR 670 Psychiatric Mental Health Nurse Practitioner Integration Practicum
This course provides students with comprehensive knowledge of psychiatric and mental health issues of clients across the life span. Students will apply the knowledge obtained throughout the program and will identify opportunities for collaboration, consulting, and referral within the context of the advanced psychiatric mental health nursing role. The student will synthesize all elements of previously gained knowledge and skills from courses and clinical experiences.

NUR 675 Adult-Gero NP Integration
The student will synthesize previously acquired knowledge and skills from coursework and clinical experiences by developing a research project that addresses a current issue in advanced nursing practice. Students will present their research findings through an oral or PowerPoint presentation to peers and/or faculty: The following courses must be taken prior to being enrolled in this course: NUR 625, NUR 625CL, NUR 635, NUR 635CL, NUR 645, NUR 645CL NUR 655, and NUR 655CL.

NUR 800 Evidence Appraisal
This course will expand on the student's knowledge and experience in research with the emphasis on clinical applications using a variety of models. A review of research methods including problem identification, levels of research, design, data collection, and strategies for analyzing data will be done. The course gives knowledge of a variety of research models and designs used for specific purposes.

NUR 810 Transformational Leadership
This course synthesizes leadership theory and organizational models within the context of the health care industry. This course will enhance leadership competencies within organizational theory and behavior, leadership principles and practices, and organizational structure and workforce culture. Models of human resource management, change management, strategic planning, program development, and implementation will be explored and applied. Based on these theories and models, the student will derive the DNP's role in complex health care organizations.

NUR 820 Applied Advanced Research and Nursing
This course explores the basis for nursing knowledge and its relevance to advanced nursing practice at the doctoral level. Students will analyze steps on how nursing knowledge is generated, levels of evidence, nursing theories and theories from other disciplines and translate them into their advanced role. Students will identify and analyze concepts relevant to their topic of interest.

NUR 830 Information Technology and Nursing Implications
This course analyzes and synthetizes informatics and its role in the delivery of evidence-based care. Focusing on healthcare information technology's (IT) and contribution to data acquisition, it will enhance the understanding of how data is transformed into information and knowledge for scholarly practice. This course prepares the student to optimize the use of clinical systems and technology tools to continue to advance practice and drive clinical transformation.

NUR 840 Health Care Policy
This course addresses health policy and identifies steps for development, analysis of health policy and its economic impact within a socio-political context. The focus on the role of regulation within the U.S. health care system is addressed. The role of DNP contribution to health policy development is explored in a legal and ethical foundations

for health care, as well as policy processes designed to improve health care access among diverse populations.

NUR 850 Population Health in Nursing
This course examines the epidemiological concepts focusing on determinants of health, disease distribution, environmental influences, cultural diversity, health promotion, clinical prevention and disaster preparedness. Nursing practice and its outcomes on populations are analyzed and evaluated using epidemiological, environmental data and statistical measures. The DNP students will explore concepts and nursing strategies to improve individual, aggregate and population health.

NUR 860 Quantitative Research
This course is designed for doctoral students in the Doctor in Nursing Practice program with an emphasis on quantitative research planning, design, and evaluation. The primary goal of this course is to prepare doctoral students for future design and development of project proposal and conduct of dissertation study in the quantitative paradigm. This course will lay the foundation that builds on these basic concepts and helps students hone skills for writing a quantitative project.

NUR 870 Qualitative Research
This course explores the methods and procedures used in qualitative research. Topics include the philosophical basis for the method, the conceptualization of research questions, and selection of appropriate research designs, data collection data, manual and computerized data analysis, and the drawing of inference.

NUR 880 Quality Improvement in Health Care
This course prepares students to design, implement and evaluate evidence-based quality health care practices for patient populations in acute, home, and community settings. The interdisciplinary teams work is illustrated and how to assess organizational culture, gather safety information, analyze data and translate findings into systems changes.

NUR 900 Practicum Project Proposal
This course enables the DNP student to translate evidence-based research and apply it into practice through complex clinical situations where the student will apply and demonstrate expertise and leadership qualities. This course will guide the DNP students how, with research and best evidence, well written project proposals are completed. Knowledge will be provided to Health care professionals in advanced practice to be able to deliver clinical project proposals using best evidence for advancing quality patient care. The course provides practical guidelines of common project models for developing and writing great proposals from start to finish. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880

NUR 910 DNP Practicum I
This course allows students to obtain residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900

NUR 920 DNP Practicum II
This course allows students to continue to obtain additional residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following

the AACN DNP Essential in Nursing. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910

NUR 930 DNP Practicum III
This course allows students to complete the residency experience and complete the required hours on the DNP program. The faculty advisors will work with students regarding goals and nursing interventions and their implementation following the AACN DNP Essential in Nursing Education. Prerequisites: NUR 800, NUR 810, NUR 820, NUR 830, NUR 840, NUR 850, NUR 860, NUR 870, NUR 880, NUR 900, NUR 910, NUR 920

PSYCHOLOGY
(All courses 3 credits unless otherwise specified)

PSY 590 I/O Psychology/Industrial Organizational Psychology
This course will provide a learning experience in industrial and organizational psychology, a scientific discipline that studies human behavior in the workplace. Organizational psychologists help institutions hire, manage, develop, support employees and align employee efforts with business needs. This course will provide a scientist-practitioner view of the discipline. Through engaging instructional methods, students will learn the scientific basis of human behavior at work and how they relate to processes of hiring, developing, managing and supporting employees. Along with learning organizational concepts, students will develop individual career plans for further training and entry to professional careers in psychology, health and human services, law, business, and other fields. Professional, educational, legal, and ethical issues in psychology and more specifically, industrial organizational psychology is addressed in a comprehensive overview and orientation to the field and to the psychology program. (Equivalent to PSY 600)

PSY 601 Research Methods I
In this introductory research course, students explore research designs used in the field of psychology, including experimental and quasi-experimental, quantitative and qualitative research, data collection, and sampling. The course introduce students to descriptive statistical methods such as mean & standard deviation, median & range, mode, frequencies and percentages; inferential statistical methods such as One sample T-test, Within Subjects T-test, Between Subjects T-test, One sample ANOVA, One-Way ANOVA, One-Way ANCOVA, Factorial ANOVA, Mixed Factorial ANOVA, Chi-square goodness of fit test, Chi-square test for independence; and correlational statistical methods such as Pearson r, Biserial, Point-biserial, Spearman, Rank biserial, and Contingency. Critical analysis and synthesis of scientific literature, and results reporting will be addressed. Students will become informed consumers of ethical research using evidence-based behavioral science research in their careers. Professional, educational, legal, and ethical issues in psychological research is addressed.

PSY 603 Tests & Psychometrics
In this course, students will learn test construction principles and psychological measurement. Through rigorous exploration of the appropriate and ethical use of tests, the course presents principles of test construction, reliability and validity, and commonly used tests. The role of assessment in mental health, business, law, and other applications will provide students context for practicing administering psychometric tests, scoring, and interpreting standardized tests. Professional, educational, legal, and ethical issues in psychological testing is addressed. Students will

be exposed to the following tests: the Wechsler Memory Scale, Fourth Edition (WMS-IV), WAIS-IV, MMPI-2-RF, Kaufman Short Neuropsychological Assessment Procedure, Millon Adolescent Clinical Inventory MACI Second Edition MACI-II, Holtzman inkblot technique (HIT), Thematic Apperception Test TAT, the Rorschach test, the Bender Visual-Motor Gestalt Test.

PSY 610 Organizational Behavior
This course provides an in-depth exploration of human behavior in organizational settings, with a strong emphasis on evidence-based practice and psychological theory. Students examine individual, group, and organizational-level dynamics that influence performance, motivation, leadership, communication, and organizational culture. Key topics include decision-making, conflict management, team processes, power and politics, and organizational justice. Students will apply data-driven strategies to analyze behavioral patterns and design actionable solutions for workplace challenges.

PSY 611 Personnel Selection and Assessment
This course examines the science and practice of employee selection in organizational contexts. Students will learn how to develop, validate, and implement selection tools such as structured interviews, cognitive tests, personality assessments, and work samples. Topics include legal compliance, adverse impact, job analysis, and predictive validity. The course emphasizes creating fair and effective selection systems that align with organizational goals.

PSY 612 Workplace Motivation
This course provides an in-depth examination of classic and contemporary theories of work motivation and their application to organizational settings. Students will explore the psychological and organizational factors that influence employee engagement, satisfaction, and productivity. Topics include intrinsic/extrinsic motivation, goal setting, self-determination theory, and incentive systems. The course emphasizes designing evidence-based interventions to enhance individual and team performance.

PSY 721 Performance Management & Appraisal
This course examines the design, implementation, and evaluation of performance management systems in organizations. Emphasis is placed on the alignment of performance appraisal processes with strategic objectives, legal and ethical considerations, and feedback mechanisms that promote employee development. Students will analyze real-world examples and develop the competencies to build effective performance review frameworks and coaching strategies.

PSY 722 Organizational Change & Development
This course explores theories, models, and best practices in organizational change and development. Students will examine how planned change is initiated, implemented, and sustained within organizations. Topics include change strategies, resistance to change, organizational culture, systems thinking, and the role of I/O psychologists as change agents. Practical applications and case studies provide students with tools to facilitate change and drive organizational effectiveness.

PSY 723 Ethical Decisions in Organizations
This course focuses on the ethical challenges encountered in organizational settings and the decision-making frameworks that guide ethical leadership and practice. Students will explore ethical theories, dilemmas, and codes of conduct specific to I/O psychology, with emphasis on fairness, accountability, and responsible data use. Case studies and applied projects will encourage students to evaluate complex scenarios and practice sound ethical judgment in their professional roles.

PSY 790 Project Management (Capstone)
This capstone course provides students with the opportunity to synthesize and apply the knowledge and competencies acquired throughout the MSIOP program. Emphasizing real-world application, students will engage in comprehensive project planning, execution, and evaluation aligned with organizational goals. Topics include project lifecycle management, agile methodologies, risk mitigation, and team leadership. Through a culminating applied project, students will demonstrate their ability to manage complex initiatives and deliver measurable outcomes in diverse organizational contexts.

READING COURSES
(All courses 3 credits unless otherwise specified)

RED 500 The Reading Process in the Content Area
Understanding reading as a process of student education including both fluent decoding of words and construct meaning through the content area in grades K-12. *Prerequisite: EDU 521*

RED 505 Techniques of Remedial and Corrective Reading
Understanding how to prescribe, differentiate and utilize appropriate strategies and materials based upon scientifically based research in order to address the prevention, identification, and remediation of difficulties in order to increase reading performance. *Prerequisite: EDU 521*

RED 506 Processes of Reading Comprehension
This course is designed to provide an overview of the nature of reading and the theoretical processes of reading comprehension from literary and cognitive perspectives. Students will be expected to make decisions about the instructional strategies for children in grades K-12 as they explore the complex dimensions of the literacy processes and current issues in comprehension research and instruction. *Prerequisites: EDU 521 and RED 505*

RED 510 Reading Practicum
A supervised practicum to obtain practical experience in increasing the reading performance of a student(s) with the prescription and utilization of appropriate strategies and materials based upon scientifically based reading research to address the prevention, identification, and remediation of reading difficulties. *Prerequisites: EDU 521, EDU 522, RED 500, RED 505*

RESEARCH COURSES
(All courses 3 credits unless otherwise specified)

RES 819 Research Methods
This course focuses on applying the principles, practices, and strategies for conducting scholarly research in the social sciences, including research problem development, qualitative and quantitative principles, theoretical and conceptual frameworks for a study, and ethical guidelines for research.

RES 820 Quantitative Research
This course focuses on applying the principles and practices for conducting a quantitative study. Within the context of quantitative methodology, students will learn about the different types of quantitative designs and quantitative data, approaches of

collecting and analyzing quantitative data and basic statistical analysis techniques and tests. Students examine the logical alignment of the research paradigms and philosophical assumptions unique to quantitative approaches. Ethical considerations for a quantitative study are also considered. This course includes skill building exercises to prepare doctoral students for the design and implementation of a quantitative study. Descriptive statistics, one and two sample t-tests, one way ANOVA, bivariate correlation and regression are introduced and practiced.

RES 821 Qualitative Research
This course focuses on developing an understanding of qualitative research methods and design and applying the necessary skills to collect, analyze, and present qualitative data. Doctoral students will learn about the nature of qualitative research, including philosophical assumptions, interpretive frameworks, and specific qualitative research designs. They will also study how to collect and analyze qualitative data, ethical considerations unique to qualitative research, how to evaluate the quality/rigor of a qualitative study and identify and address issues of trustworthiness in qualitative research. An emphasis will be placed on practicing the skills needed to collect, analyze, and report qualitative data within the context of a potential research topic.

SCIENCE COURSES
(All courses 3 credits unless otherwise specified)

SCI 505 Scientific Inquiry: Concepts and Application
This course covers creative, inquiry-based teaching methodologies for STEM. The course also provides an overview of basic content knowledge in a range of STEM fields so that MS students produce conceptual modules synchronized with State Standards and the school district curriculum, and which are continuous with University STEM studies.

SCI 506 Understanding Scientific Research
This course will be a lecture/laboratory/journal club-based class to introduce teachers to scientific research. This course will include basic laboratory techniques and methodologies such as experimental design, calculations, pipetting, measurements, microscopy, quantitative analysis, notebook keeping, results presentation, database searching, scientific journal manuscript analysis, scientific writing and research ethics.

SCI 700 Capstone Practicum
MS candidates will develop laboratory exercises, demonstrations, and teaching methods from the MS course content and apply these as projects in their own classrooms. In accordance with the MS committee and school-district based needs, the MS candidate will choose a science topic that is regularly taught in the K-12 classroom, but poorly understood by students. The MS candidate will develop an inquiry-based learning module that will be tested in the classroom, write a report, and give a public presentation. Prerequisites: SCI 505, SCI 506, MAT 507. Pre/co-requisite: BIO 524

SCI 500 Sports Nutrition
The Sports Nutrition course is designed to provide students with a comprehensive understanding of the role nutrition plays in optimizing athletic performance and recovery. This course will build off advanced nutritional principles and delve into the use of nutrition as a tool when working with the active and athletic population, and include topics like ergogenic aids, supplementation, and periodized nutrition. Through a combination of lectures, discussions, case studies, and practical applications, students will explore the principles of sports nutrition, macro and micronutrient requirements,

hydration strategies, supplementation, and the psychological aspects of eating for general health and athletic success.

SCI 507 Prevention & Recognition of Athletic Injuries
This course is designed for the application of medical knowledge to sport with emphasis on preserving the health of an athlete before, during, and after performance. Participants will gain a comprehensive understanding of the causes, types, and risk factors associated with athletic injuries, enabling them to develop injury prevention strategies and respond effectively to on-field incidents.

SCI 508 Current Topics in Exercise Science
This advanced course explores cutting-edge research and trends in Exercise and Human Performance. Through a combination of lectures, discussions, and practical applications, students will delve into the latest developments in exercise science, physiology, biomechanics, nutrition, and psychology. Emphasis will be placed on critically evaluating scientific literature, understanding the implications of emerging technologies, and applying evidence-based approaches to optimize human performance across various populations and contexts.

SCI 509 Interpersonal Healthcare Approach
This course is designed to enhance students' interpersonal communication abilities and develop essential psychosocial skills for personal and professional growth. Through theoretical frameworks, practical exercises, and real-world applications, students will explore various aspects of communication, emotional intelligence, active listening, conflict resolution, empathy, and self-awareness. Topics will include behavioral models, review of social factors on health and health beliefs, communication style, patient & family education, leadership, and professionalism.

SPO 546 Facility Event Management
This course includes elements shaping the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities.

SPO 548 Sports Psychology
This course is designed to introduce students to the factors influencing sport, socialization, and psychology. Students will be provided with an extensive foundational experience in understanding the relationship between sport and the psychological contexts in which they exist. Research topics will include the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance.

SCI 600 Biomechanics
This course explores principles of bodily structure, mechanics, physics, and movement and how it all plays a role in exercise and motion. Through theoretical concepts and practical applications, students will gain an in-depth understanding of the biomechanical principles underlying human movement, and how these principles apply to various fields such as sports, rehabilitation, and ergonomics.

SCI 601 Research Methods
This course provides students with a comprehensive understanding of the principles of research methods in applied sciences, including the core concepts of scholarly writing using the PICOT method, hypothesis generation, and study design. Through a combination of theoretical discussions, practical exercises, and hands-on projects, students will gain a deep understanding of the various methods used to conduct research in fields such as exercise science, human performance, and applied kinesiology.

SCI 602 Advanced Strength & Conditioning
This Advanced Strength and Conditioning course is designed to provide students with a deeper understanding of training techniques and methodologies. This course explores the scientific principles underlying effective strength and conditioning programs, focusing on optimizing athletic performance, injury prevention, and enhancing overall physical fitness. Students will dive deeper into concepts of periodization, program design and individualization for the athletic population.

SCI 603 Advanced Clinical Exercise Physiology
The Advanced Clinical Exercise Physiology course is designed to provide students with an in-depth exploration of the physiological responses and adaptations that occur during exercise in various clinical populations. This course builds upon the foundational principles of exercise physiology and delves into advanced concepts related to the assessment, prescription, and monitoring of exercise interventions for both general and special populations.

SCI 604 Coaching The Athlete
Coaching the athlete is an introduction into the coaching profession. It will be a comprehensive course that will focus on developing the knowledge of students on the skills, principles, and techniques necessary for effective coaching across the various levels of development and athletic competition from youth through adulthood. Students will be able to apply their knowledge and skills throughout their internships.

SCI 606 Motor Learning
Motor Learning is a comprehensive course that delves into the complex processes of acquiring, refining, and optimizing motor skills. Drawing from the fields of psychology, neuroscience, and kinesiology, this course provides a deep understanding of the principles underlying the development and enhancement of motor skills across various contexts. Through theoretical exploration, practical applications, and hands-on experiences, students will gain insights into the intricate interplay between cognition, perception, and action in the realm of motor control and learning.

SCI 701 Internship I
This course is taken over two consecutive semesters (Internship 1 and 2). During this course, the student will engage in a practical internship experience as assigned by the director or instructor of the program. Successful completion of this course requires the student to demonstrate proficiency in Advanced Lab Techniques skill check. The Internship must meet the following:

- Offer new educational learning experiences for the student. Students are not permitted to complete an internship at a current or past work, volunteer, or internship site.
- Be an extension of the classroom as a learning experience that provides for the application of knowledge gained in the classroom and is supported by objectives that are outlined in an official internship manual. The experience must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.
- Be aligned with careers related to clinical exercise physiology, exercise science, and kinesiology.
- Be supervised by a qualified preceptor who holds degree/s and certifications/licensures in kinesiology, exercise science, or related fields from nationally accredited programs and organizations.

SCI 702 Internship II

This course is taken over two consecutive semesters (Internship 1 and 2). During this course, the student will engage in a practical internship experience as assigned by the director or instructor of the program. Successful completion of this course requires the student to demonstrate proficiency in Advanced Lab Techniques skill check. The Internship must meet the following:

- Offer new educational learning experiences for the student. Students are not permitted to complete an internship at a current or past work, volunteer, or internship site.
- Be an extension of the classroom as a learning experience that provides for the application of knowledge gained in the classroom and is supported by objectives that are outlined in an official internship manual. The experience must not be simply to advance the operations of the employer or be work that a regular employee would routinely perform.
- Be aligned with careers related to clinical exercise physiology, exercise science, and kinesiology.
- Be supervised by a qualified preceptor who holds degree/s and certifications/licensures in kinesiology, exercise science, or related fields from nationally accredited programs and organizations.

SCI 703 Thesis I

This course is taken over two consecutive semesters (Thesis 1 and 2). A directed research and thesis writing experience in which the student works with a faculty mentor to produce a thesis proposal. The thesis proposal must be a hypothesis- based original research study that generates a descriptive study that will utilize a secondary data analysis. Successful completion of this course requires the submission of a research thesis demonstrating in-depth knowledge of a specific content area as well as the ability to conduct scientific research in this area and report the findings in a scholarly manner. The thesis will be evaluated by both the mentoring faculty member and two other faculty members, that make up the thesis committee.

SCI 704 Thesis II
This course is taken over two consecutive semesters (Thesis 1 and 2). In this course the student will continue their directed research with an approved research proposal. Successful completion of this course requires the completion of data collection and analysis, and submission of the final paper and poster presentation. Graduation with a thesis is contingent upon student defense of their final project to their faculty committee and approval from the faculty committee that demonstrates in-depth knowledge of a specific content area as well as the ability to conduct scientific research in this area and report the findings in a scholarly manner.

SPORTS ADMINISTRATION COURSES
(All courses 3 credits unless otherwise specified)

SPO 503: History of Sports
The purpose of this course is to examine historical and philosophical aspects of sport from ancient times to the present, with an emphasis on nineteenth and twentieth century American sports.

SPO 504: Sport in Modern Society
The purpose of this course is to prepare students to think critically about sport in contemporary society. Students gain a better understanding of the socio-cultural, economic, and political issues facing sports leaders. The class will address contemporary sport issues at youth, scholastic, intercollegiate, professional, and international levels, and students will learn how individuals, communities, organizations, and societies address these issues.

SPO 506 Sport Tourism Development
This course is designed to examine the historical development of sports tourism, with an emphasis on types of sports tourism and career paths within the industry. (This course is web-enhanced)

SPO 507 Global Sport Tourism
This course examines sports tourism as a global industry that promotes understanding of historical and cultural values, and of international institutions that characterize global sports tourism systems. (The course is web-enhanced).

SPO 508 Florida Sport Tourism
This course examines sports tourism in Florida, a $50 billion industry. Topics include opportunities and events in baseball (spring training and regular season), football bowl games, fishing, golf, senior events, Sunshine State games, and state and regional sports commissions. (This course is web-enhanced)

SPO 510 Sports Ethics
This course will examine ethics within the context of a sport management environment, utilizing theory and case application. Human resource principles and concepts will be infused in assignments and discussions to add depth and breadth to the consideration of ethical implications specific to sport managers. The course will address criteria specific to moral and ethical developmental theories, teleological and deontological theories of ethics and code of professional ethics. In-class discussions will include personal and managerial missions and values and situational analyses using various ethic models. *(This course is web-enhanced)*

SPO 540 Sports Media and Public Relations
This course covers a comprehensive study of the sports information profession on the collegiate, professional, and recreational levels. Included within the course are 1) the field of public relations, its history and evolution, 2) the skills and methods involved in the duties of the SID, public relations specialist, or media relations specialist and current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events in which the SID is involved. *(This course is web enhanced)*

SPO 543 Sports Financial Management
This course provides students with the facts, knowledge, and opportunity to better understand the true nature of financially operating a sports program/organization. The student develops additional knowledge and insight by exposure to actual situations. It will guide future administrators to become more effective financial managers when they plan and execute budgeting and accounting systems. *(This course is web-enhanced)*

SPO 544 Sports Marketing and Promotions
This course introduces students to the principles of sports marketing and the application of these principles to sports and sports related organizations. The primary focus of the course is on planning, with additional emphasis on promotions management. This course includes presentations by guest lecturers, instructor's lectures, and student's presentations and is conducted in discussion format.

SPO 546 Facility and Event Management
Included within this course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities.

SPO 547 Principles of Leisure Services
This course examines all areas of the leisure service field, ranging from not-for-profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and participate in case studies to enhance their knowledge and outlook on leisure facilities and operational management.

SPO 548 Sports Psychology
This course is designed to introduce students to the factors influencing sport socialization and psychology. Students will be provided with an extensive foundational experience in understanding the relationship between sport and the psychological contexts in which they exist. Topics for research will include, but are not limited to, the effects of personality, anxiety, motivation, and concentration as they relate to athletic peak performance. *(This course is web-enhanced)*

SPO 549 Athletic Fundraising
This course reviews the current approaches and techniques for increasing revenues and fundraising in athletic enterprises. *(This course is web enhanced)*

SPO 551 Negotiation in the Sports Industry
This elective course will introduce students to basic negotiating strategies applicable to the sports industries. The course will use, as its basic perspective, the theories and principles of current experts in the field of negotiation through reading text materials, faculty lectures, guest presentations, video presentations, practice negotiations, and case studies. *(This course is web enhanced)*

SPO 552 Governance of Intercollegiate Athletics
This course is designed to introduce students to the history, structure, rules and responsibilities of organizations that govern intercollegiate athletics. Current governance issues and trends are examined through a study of the literature, the insight of guest speakers, and actual case studies. Students are exposed to the complexities of the growing field of compliance.

SPO 600 Leading Fútbol Organizations
This course aims to support strategic leaders in football and explore the features of leading high-performing organizations or professional football clubs. The course will focus on the key skills required to run a successful organization or football club, developing culture, and talent management. This course utilizes examples from football and the broader world of sport, to overcome strategic challenges of high performing teams and organizations.

SPO 601 Fútbol Fan Engagement
This course explores the importance, variation and motivation that influence football consumer behaviors. Students Should be able to identify key factors which explore the changing nature of football consumer typologies, including the globalization of fan engagement and the importance of customer relationship management and data analytics. This course explores and analyses the dynamic nature of football fan engagement and the online and offline tools being used to capture existing and new fans, while examining the current trends and issues in football fan engagement.

SPO 602 Fútbol Finance
This course introduces the importance of finance as a discipline and decision tool for professional football clubs. The course addresses USA, European, and global fútbol landscape, and the importance of match day, broadcast and commercial revenue, through financial regulation, cost management and all aspects of revenue generation. There is emphasis on interpreting and monitoring financial outcomes and appraising club financial data, key performance indicators, and valuations.

SPO 603 Fútbol Operations Management
This course explores the impact, vision, and activities of commercial operations and project management in a futbol context with emphasis on developing insights and understanding of approaches for managing football operations to achieve successful delivery. The course provides opportunities to comprehend and apply alternative academic and best practices in terms of operational outcomes with a project management perspective.

SPO 604 Applied Strat Dev/Global Sports Industry
This course develops insights, leadership, and other skills required to work in the global futbol industry. Students will be exposed to a range of successful sports leaders from our global network of partners and academics, contributing to live case studies during the Global Institute of Sports summits. Students will have the opportunity to attend the summit in Miami or at their discretion may opt for the summits in the Unite Kindgdom or Australia. The Global Institute of Sports summit aims to promote critical reflection and self-awareness of students' capabilities, self-knowledge, and skills required to succeed in the global sports industry. The course allows students to take responsibility for their personal development and effectiveness through the development of a professional skills audit and training plan.

SPO 717 Seminar/Principles of Sports Administration
This course is required for the Sports Administration graduate program degrees. It covers pertinent areas of overall management, leadership styles, decision-making,

communication, philosophical and ethical conduct, and time and stress management. Timely topics of interest to the class are also researched and discussed. The course also provides students with opportunities to identify areas for potential internships and develop job/internship seeking skills. Guest speakers are frequently invited to class to share their experiences as practitioners in the field of sports administration. *(This course is web-enhanced)*

SPO 719 Legal Aspects of Sports Administration
This required course provides the student with a background and understanding of the court and legal system in America and how law is used by, and applied to, athletes and athletics in America. Some of the major legal problems and issues confronting the sports administrator covered are: contracts, due process, defamation, actions against professional, college, secondary school and community programs; actions involving safety procedures; antitrust; collective bargaining and arbitration; and risk management. *(This course is web enhanced)*

SPO 750 Issues in Sports Administration
Special issues courses may be offered from time to time on topics of particular significance to the sports industries.

SPO 755 Special Topics in Sports Administration
Special topics courses are offered focusing on areas of concern and change within the evolving business of sports.

SPO 789 Directed Readings
This independent study course is reserved for students who have already demonstrated excellence in their chosen area of study. It allows flexibility for those who are pursuing specialized objectives on an intensive basis or for those wishing to delve into an area of the sports industry that is not attainable through the normal course offerings. *Directed readings are allowed only with Department Approval and Program Coordinator Recommendation.*

SPO 790, 791 Supervised Internship I, II 1-3 credits
Those students who have demonstrated ability and commitment to their major through active volunteer participation and adequate grade point average are encouraged and assisted in arranging internships with professional, college, and school programs; public and private recreational programs; sports facilities, or other sports related organizations. This experience provides a practical learning mode for the graduate student in which to acquire skills and practice in their area of study. Credit hours are directly related to the length of the internship and the work week. Internship is Pass/Fail only and requires the advanced approval of the Program Office. *(Course offered in online format)*

SPO 840 Sports Media and Public Relations
This course covers a comprehensive study of the sports information profession on the collegiate, professional, and recreational levels. Included within the course are 1) the field of public relations, its history and evolution, 2) the skills and methods involved in the duties of the SID, public relations specialist, or media relations specialist and current attitudes and concerns in media relations between athletes, coaches, administrators, and owners. Students are exposed to professionals in the field, as well as athletic events in which the SID is involved. This course incorporates doctoral level assessments. *(This course is web enhanced)*

SPO 843 Sports Financial Management
This course examines advanced concepts and research in financial management within sport organizations. The course challenges students to critically evaluate financial

strategies, policy impacts, and innovative revenue models in sport. Through analytical frameworks, empirical research critique, and strategic applications, students will integrate financial theory with leadership decision-making in complex sport contexts.

SPO 844 Sports Marketing and Promotions
This course introduces students to the principles of sports marketing and the application of these principles to sports and sports related organizations. The primary focus of the course is on planning, with additional emphasis on promotions management. This course includes presentations by guest lecturers, instructor's lectures, and student's presentations and is conducted in discussion format. This course incorporates doctoral level assessments.

SPO 846 Facility and Event Management
Included within this course are the elements which shape the planning and construction of sports facilities and the issues and problems involved in facility and event management, including marketing, production, personnel, and budget. Students may also participate in the management of events. This course also includes visits to local facilities. This course incorporates doctoral level assessments.

SPO 848 Sports Psychology
This course explores psychological principles influencing performance, leadership, and decision-making in sport organizations. Emphasis is placed on motivation, group dynamics, mental health, and ethical considerations, with application to leadership and management practice in sport administration.

SPO 852 Governance of Intercollegiate Athletics
This course is designed to introduce students to the history, structure, rules and responsibilities of organizations that govern intercollegiate athletics. Current governance issues and trends are examined through a study of the literature, the insight of guest speakers, and actual case studies. Students are exposed to the complexities of the growing field of compliance. This course incorporates doctoral level assessments.

SPO 855 Leadership Theory and Practice in Management
Special topics courses are offered focusing on areas of concern and change within the evolving business of sports. This course incorporates doctoral level assessments.

SPO 810 Doctoral Dissertation I
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801, 803 & 804*

SPO 811 Doctoral Dissertation II
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 812 Doctoral Dissertation III
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 813 Doctoral Dissertation IV
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 814 Doctoral Dissertation V
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. *Prerequisite: BUS 801,803 & 804*

SPO 815 Doctoral Dissertation VI
This course is designed to guide the students through various stages of the dissertation process beginning with the development of a proposal and ending with a successful dissertation defense. Variable credit (1-3 credits). *Prerequisite: BUS 801,803, 804*

THEOLOGY AND MINISTRY COURSES
All courses are online courses
(All courses are 3 credits unless otherwise specified)

STM 500 Theological Research and Writing
Empowers students to successfully communicate ideas and research through theological writing for academic study. Major genres of theological writing, correct styles of documentation, and methods to improve writing, researching, editing, and revising processes, will be addressed.

STM 512 Method in Ministry
Designed to acquaint the student with the basic research methods used in pastoral action and reflection. Naming the problem, gathering data, analysis and discernment and evaluation will be studied as components that lead to pastoral practice. Each student chooses an area of research from which to develop a pastoral project of action and reflection.

STM 513 Fundamental Theology
The course examines the foundations of faith and theology. It considers the religious nature of humankind, the nature of divine revelation, the nature of faith, the development of the Christian tradition and doctrine and its role in Christian life, the inspiration, authority and theological interpretation of Sacred Scripture, the nature of magisterial authority, and the relationship of Christianity to other religions.

STM 521 Hebrew Scriptures
Surveys the formation and literature of the Old Testament scriptures. Included is an introduction to Scriptural interpretation and practice in the exegesis of texts.

STM 522 Christian Scriptures
Surveys the formation and literature of the New Testament. Included is an introduction to Scriptural interpretation and practice in the exegesis of texts.

STM 531 Christian Thought I
Surveys Christian theology in a systematic and historical framework. Students will receive a strong background in basic Christian theology in a manner that enables them to consider current theological questions and applications of Christian theology to contemporary ministry. This course is the first of a two-course series and will explore the time of intense doctrinal development during the first five centuries up to the late fifteenth century.

STM 532 Christian Thought II
Surveys Christian theology in a systematic and historical framework. Students will receive a strong background in basic Christian theology in a manner that enables them to

consider current theological questions and applications of Christian theology to contemporary ministry. This course is the second of a two-course series and will explore major theological developments from the time of the Reformation to the present day.

STM 541 Theological Ethics
An introduction to Christian morality from the framework of Sacred Scripture and the theological and moral virtues. The student will discover that the goal of the Christian life is union with God. Christians can achieve this goal by living a moral life rooted in faith, hope, and charity and based on the virtues of prudence, justice, temperance, and fortitude as explained in the third part of the *Catechism* and through Church tradition and Sacred Scripture.

STM 551 Contemporary Approaches to Religious Education and Formation
Examines contemporary approaches to calling and forming Christians to faith and discipleship.

STM 552 Historical Foundations of Religious Education
Designed as a survey of historical approaches to the education of Christians. From the catechetical writings of the early church to major treatments on religious education and catechesis in the twentieth century, the wisdom of the ages will be retrieved to inform a living and contemporary faith.

STM 581 Spiritual Practices in/for Ministry
Explores the ways people of faith have sustained their spirits through the centuries. Students will be encouraged to experiment with some of the traditional disciplines, and also to establish modes of spirituality which are genuinely their own. This seminar recognizes the importance of spiritual formation in the maturing of one's Christian vocation and provides students with multiple sources for exploring and claiming spiritual practices during graduate theological education and in preparation for ministry.

STM 591 Ministerial Capstone
As an academic program that assists students in the development of theological and ministerial skills, the program requires students to reflect on and implement the knowledge they have developed in specific ministry contexts. The Ministerial Capstone requires students to identify a ministerial site where they will be able to apply this knowledge and skill set. Through the capstone, students demonstrate their competence in integrating principles drawn from coursework to concrete ministerial circumstances in their concentration area.

STM 600 Evangelization
This course begins by exploring the fundamental conviction that evangelization is the deepest identity of the Church and therefore influences every facet of her life. It will consider the theological foundations of evangelization and survey the Church's understanding of evangelization from the early Church to the present. The course will focus on recent developments stemming from Vatican II and the call to a new evangelization.

STM 601 Catechetics
This course offers an introduction to the history, methods, and contemporary practice in catechetics. Students will study the Church's catechetical documents, providing the necessary foundations for catechesis in the context of the new evangelization. Catechetical skills will be developed by analyzing specific doctrines in order to learn how to handle them in catechetical presentations, determining what is essential in presenting a catechesis that is systematic and organic in the contemporary context.

STM 652 Adult Religious Education: Principles and Application
Drawing on theories of adult development, this course examines the elements critical to an adult expression of faith. It challenges students to discern what a mature faith demands for contemporary ministerial contexts.

STM 655 Adolescent Faith Formation
Explores elements critical to the education of adolescents. Attends to their specific developmental needs and capacities, examines the social contexts that shape adolescent development, and pursues pedagogical strategies faith formation and expression.

STM 661 Ministering in a Multicultural Church
Enables pastoral ministers to study, reflect on and share the issues facing a church that must speak to all cultures using experience-based curriculum

STM 732 Christology
Integrates the study of historical developments in Christology, as well as some recent Christologies, with the faith response of discipleship.

STM 736 Ecclesiology
Surveys the scriptural and theological foundations for an understanding of the nature and life of the church. Provides a context for examining contemporary models of church.

STM 737 Sacramental Theology
Examines the sources of God's self-communication through revelation and focuses on the mediation of God's presence and the human responses in symbol and sacrament.

DOCTORAL COURSES

All courses delivered in online modality.
(All courses are 3 credits unless otherwise specified.)

STM 802 Introduction to Doctoral Research
Presents seminal works within Christian theology. This course provides theological background necessary for approaching doctoral work that integrates classics in the Catholic theological tradition. Empowers students to successfully communicate ideas and research through theological writing for their classes and their ministries. The course also covers how to construct professional theological writing, correct styles of documentation, and methods to improve writing, researching, editing, and revising processes.

STM 807 Theological Research I **3 credits**
This course will guide students beginning their broad reading in their various areas of interest. A student will develop a thorough annotated bibliography of works that will be used in the formal writing of the dissertation.

STM 808 Theological Research II **3 credits**
This course will continue the process of guiding students in their broad reading in their various areas of interest. In addition to continued work on the annotated bibliography of works that will be used in the formal writing of the dissertation, a student will also formulate the *status quaestionis* and establish a formal research question.

STM 812 Ecclesiology
Explores the scriptural and theological foundations for an understanding of the belief and practice of the church. Classic and modern texts will be examined in order to understand bottom up ecclesiology as well as top down ecclesiology. The historical approach provides a context for examining different ecclesiological models in dialogue with practical theology in a global context.

STM 813 Evangelization and Mission
Evangelization and Missiology introduces students' to key areas of ministry in areas such as catechesis, sacramental prep, youth ministry, RCIA, adult faith formation, marriage preparation, community building events, multicultural ministry, social outreach, social communication, mission, and evangelization. This course introduces skills to identify community or parish needs and socio-cultural context, gather and synthesize data, reflect theologically, and plan an appropriate pastoral response.

STM 862 Scripture Studies for Practical Theology
Explores Scripture as a critical source and model for practical theology. Includes strong emphasis on the intersection of biblical study with critical issues in understanding culture and society. Students will be trained to bring a contextual understanding to the Scriptures as they analyze hermeneutical questions critical to biblical studies and practical theology.

STM 870 Theology of Leadership
This course will explore the theology and history of leadership in the Catholic Church. First, Jesus' servant leadership model will be examined in light of scripture. Second, several leadership qualities of Saints will be examined. Last, Pope Francis book on leadership will conclude the course.

STM 871 Hispanic-Latino/a Leadership
This course will explore the theology and ministry of Hispanic groups within the United States, the Hispanic theological experience that emerged out of a 20th century Latin American context, and their contribution to theology and ministry in a Catholic US context.

STM 872 Business Leadership
Students are introduced to the study of business ethics from both a Catholic theological perspective and contemporary leadership theories and practices. Students begin by examining contemporary business dilemmas, followed by ethical principles of Catholic Social Teaching in order to think about what type of leadership practices could prevent or resolve In analyzing contemporary business problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 873 Theology of Education
This course will explore the theological and philosophical foundations of education. It will consider distinctly Catholic features of education and survey the history of a Catholic approach to education vis-à-vis secular educational movements. The course will give particular attention to developments in Catholic education from Vatican II to the present, to facilitate the formation of a Catholic educational philosophy within the teacher and the school.

STM 874 HealthCare Leadership
Students are introduced to the study of health care ethics from both a Catholic theological perspective and contemporary leadership theories and practices. Students begin by exploring foundational topics such as the relationship between faith and

reason and the moral principles that govern the patient-professional relationship. Students then focus on ethical challenges concerning–but are not limited to–determining when human life begins (and its associated implications for medicine), treatment for critically ill newborns, genetic screening/testing, and the duties of health care professionals with regard to end of life care. In analyzing contemporary health care problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 875 Addiction & Leadership
Students will explore the reality of addiction in the 21st century through consideration of how the desires of people and societies can lead to unhealthy forms of addiction. These pathological relationships can be analyzed with resources related to scientific, theological, and philosophical perspectives. In analyzing contemporary problems of addiction from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 876 Sport and Leadership
Students will explore how to use the intellectual virtue of prudence, as described by St. Thomas Aquinas, and used by Pope Francis, to develop a sense of faith that seeks understanding of the role of sports in contemporary US culture. In addition, students will learn to integrate the University of Notre Dame "Play Like a Champion" model with the Dicastery for Laity, Family and Life, "Giving the best of yourself" document in order to form their sense of mission and vocation in life and sport. In analyzing contemporary problems in sports in the 21st century from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 877 Migration & Leadership
About 200 million people in today's world live in a country where they were not born. Migration as an endless motion surrounds and pervades virtually all aspects of contemporary society. Moreover, we often hear that historically America is a "nation of immigrants." Amidst current waves of migration, the Catholic Church is looking for new practices of encountering and accompanying those who migrate in order to practice mercy and to welcome the stranger as Jesus instructs in MT 25:35-46. In this course we will seek to understand migration theologically, biblically, historically, and ethically in the broader framework of leadership.

STM 878 Environmental Leadership
In a time when the adverse effects of anthropogenic climate change are beginning to be felt, this course will form students to examine how to respond to a call to environmental issues from a Catholic theological perspective. Students will explore the principles of faith and reason and the resources of the Catholic tradition regarding stewardship, the common good, and the option for the poor and vulnerable in the context of leadership theory and practice. In analyzing contemporary environmental problems from Catholic theological and leadership perspectives students will engage in methodical theological reflection in order to propose personal and social conversion toward prophetic action.

STM 911 Formation and Spirituality in Practical Theology
Examines ecclesial and spiritual topics related to formational practice, especially in the context of religious education. Students will be trained to undertake a practical

theological self-examination to understand how to use a practical theological method to integrate classic and contemporary theological sources for integrative religious practice.

STM 912 Sacramental Theology
Beginning with an examination of the sources of God's self-communication through revelation, this course focuses on mediation of God's presence and the human responses in symbol and sacrament. Students also examine the history and evolution of belief and practice of sacraments in the Catholic Church in ordre to acquire the theological language of symbol, liturgy, and sacrament, and be able to translate it into language and concepts that are useful in pastoral contexts.

STM 913 Catholic Social Teaching
Students explore the field of Moral Theology within Catholic Social Teaching. Students will examine the history of the Church's moral and ethical tradition from a practical theological perspective. We explore a number of critical political, economic, and cultural issues of moral importance with the goal of educating pastoral and lay ministers with knowledge of specific moral issues in the United States, and across the world; and what the Magisterium of the Catholic Church teaches laity concerning ethical action in regard to moral issues.

DIS 900 Doctoral Research Proposal (3 credits)
Students will develop a doctoral research plan in collaboration with their chair. Students will develop an introduction to the problem, background, context, and abbreviated theoretical framework, purpose of the study, research objectives/hypotheses, significance of the study, investigator scope, definition of term, and an organizational timeline for completion of the doctoral research process.

DIS 904 Doctoral Research: Continuation (1-3 credits)
This benchmark is designed to provide the opportunity for doctoral students to engage in reading, research, writing, and discussion on special topics relating to preparation and successful defense of the dissertation.

Tourism and Hospitality
(All courses 3 credits unless otherwise specified)

THM 501 Contemporary Topics and Issues
The Hospitality & Travel industry has a global reach that offers a wide scope of topics for study. This course provides real industry cases to study focusing on multiple topics including but not limited to: Guest experience, cyber security, data privacy, human-trafficking, green initiatives, supply chain & logistics and other wide range of emerging issues in international hospitality management. This course is designed to inform students of current hospitality topics and issues in the U.S. and Worldwide to create awareness and provide opportunities for developing critical thinking skills crucial in problem solving related to the hospitality industry

THM 502 Performance and Evaluation in Hospitality and Tourism
This course delves into various topics related to global operations, return on investment, projecting revenues, evaluating asset performance, and analyzing development trends.

ADMINISTRATION

Office of the President

Rev. Rafael Capó, D.Min., Barry University; S.T.L., Pontifical Gregorian University; M.Ed, Pontifical Catholic University of Puerto Rico; B.S.T., Pontifical University of Mexico; B.S.S.E., Pontifical Catholic University of Puerto Rico, Interim President.

Craig Henderson, B.A. University of Kentucky, Senior Vice President for Strategy, Chief of Staff

Office of the Provost

Michelle Garcia-Johnson, Ed.D., MBA, BA, St. Thomas University, Provost.

Pamela Cingel, PhD, MS, BA, University of Toledo, Vice Provost.

Samuel Darko, Ph.D, MS, University of South Carolina, BSC, Universidad de Oriente Santiago de Cuba.

Office of Academic Affairs

David Edwards, DBA, St. Thomas University MS, BS, Florida International University, Dean of Gus Machado School of Business.

Colin Roche, PhD, Florida Atlantic University, MBA, BS, Lynn University, Dean of Biscayne College.

Jeffery Plunkett, Ph.D., Georgia State University, BA, Miami University, Dean of College of Health Sciences and Technology.

Nash Abualhaija, Ph.D. Barry University, MS Nursing, University of Phoenix, BSN, University of Alabama

Maria Abdel, MS, St. Thomas University, BPS, Barry University, Registrar.

Bruce Ozga, M.Ed., Colorado State University, B.S., Johnson & Wales University, Director of Professional and Continuing Studies

John Michalenko, M.Ed., George Mason University, B.A., Western New England University, Vice President for Student Achievement

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ACADEMIC CALENDARS

Fall 2026

Undergraduate & Graduate		COLLEGE OF LAW
FL & FL1 First Payment Due Date (Payment Plan)	July 13	
Faculty Welcome Week	**August 10-14**	
***President's General Assembly and *Catholic Identity Training**	***August 11**	***President's General Assembly and *Catholic Identity Training**
FL & FL1 Deletion for Non-Payment	August 13	
FL & FL1 Final Term Payment	August 17	First Day of Classes - 1L & LL.M. (College of Law)
	August 17-21	Add/Drop Period – 1L (College of Law)
FL – Term Residence Hall Check-in for New/Transfer Students	August 20-22	
FL/FL1 - Term Residence Hall Check-in Returning Students	August 22-23	
FL1 first Day of Class (Saturday)	August 22	
FL first Day of Class (Monday)	August 24	First Day of Classes - Upper Classes (College of Law)
	August 24-28	Add/Drop Period – Upper Classes (College of Law)
FL & FL1 Last day to Add/Drop Deadline 100% refund	August 28	
Labor Day / Holiday (No Class)	September 7	Labor Day / Holiday (No Class)
Academic Advising & Student Planning for Spring Terms: SP, SP1, SP2	September 15 – October 9	
	September 21-25	Graduation Registration (December Degrees)
FL1 withdrawal with "W" grade Deadline	September 25	Professionalism Day - 1L Students (College of Law)
	Sept. 28-Oct. 2	1L Midterms (College of Law)
Graduation Application Deadline (Fall)	September 30	
FASFA open for application	October 1	
FL 2 Final Term Payment	October 12	
FL2 Deletion for Non-Payment	October 14	
Last day to submit grade change for Summer Incompletes	October 16	
FL1 Term Ends	October 16	
FL2 first Day of Class (Saturday)	October 17	
FL1 – Deadline for Faculty submission of Grades 9:00AM	October 19	
Registration for Spring Terms: SP, SP1, SP2	October 20	
Last day to Add/Drop Deadline w/ 100% refund if registered only for SP2 (Undergraduate) and for all SP2 Graduate students	October 23	
Last day to submit Dissertation/Thesis to the library	October 30	
Life Experience Portfolio Deadline	October 30	
FL & FL2 withdrawal - "W" grade Deadline	November 20	
	November 23	Last Day of Classes (College of Law)
	November 24-29	Reading Days (College of Law)
Founder's Day/Thanksgiving/ Holiday (No Class)	November 25-27	Founder's Day/Thanksgiving/ Holiday (No Class)
	Nov. 30-Dec. 11	Final Exam Period (College of Law)
Final Exams - FL Term	December 7-11	
FL & FL2 Term Ends	December 11	Degrees Conferred/Posting Date (College of Law)
FL & FL2 - Deadline for Faculty submission of Grades 9:00AM	December 14	
Baccalaureate Mass (Monday)	December 14	
Commencement (UG and GR) Tuesday	December 15	
President's General Assembly	**December 16**	***President's General Assembly**
SP 2027 First Payment Due Date (Payment Plan)	December 15, 2026	
SP 2027 Final Term Payment (Payment Plan)	January 4, 2027	
SP 2027 Deletion for Non-Payment	January 13, 2027	

*Mandatory for all faculty and staff 12/15/25

ACADEMIC CALENDARS

Spring 2027

Undergraduate & Graduate		COLLEGE OF LAW
SP & SP1 First Payment Plan Installment	Dec. 15, 2026	
SP & SP1 First Payment Due Date	January 4	
***President's General Assembly**	***January 6**	***President's General Assembly**
SP – Term Residence Hall Check-in for New/Transfer Students	January 8	
SP & SP1 - Term Residence Hall Check-in Returning Students	January 9-10	
SP1 first Day of Class (Saturday)	January 9	
SP first Day of Class (Monday)	January 11	First day of Classes (College of Law)
	January 11-15	Add/Drop Period (College of Law)
SP & SP1 Last day to Add/Drop Deadline 100% refund	January 15	
Martin Luther King, Jr. / Holiday (No Classes)	January 18	Martin Luther King, Jr. / Holiday (No Classes)
Automatic submission of eligible students for Graduation Deadline (Spring)	February 1	
	February 8-12	Graduation Registration (May/July Degrees)
Academic Advising & Student Planning for Summer and Fall Terms: SU, SU1, SU2 & FL, FL1, FL2	February 8 - March 15	
SP1 withdrawal with "W" grade Deadline	February 12	
Presidents' Day - Holiday (No Classes)	February 15	Presidents' Day - Holiday (No Classes)
	February 16	Monday Classes Meet (Tuesday) – College of Law
SP1 Term Ends	March 5	
Last day to submit grade change for Fall Incompletes	March 5	
SP1 – Deadline for Faculty submission of Grades 9:00AM	March 8	
Mid-Term Grades Deadline submission of Grades 9:00AM	March 8	
SP2 Term Payment Due Date	March 9	
Spring Break	March 8-12	Spring Break
SP2 first Day of Class (Saturday)	March 13	
Last day to Add/Drop Deadline w/ 100% refund if registered only for SP2 (Undergraduate) and for all SP2 Graduate students	March 19	
Registration for SU, SU1, SU2 & FL, FL1, FL2	March 22	
Last day to submit Dissertation/Thesis to the library	March 12	
Life Experience Portfolio Deadline	March 12	
	March 24	Friday Classes Meet (Wednesday) College of Law
Easter Break – (No Classes)	March 25-28	Easter Break – (No Classes)
SP & SP2 withdrawal - "W" grade Deadline	April 16	
	April 22	Last Day of Classes (College of Law)
	April 23-25	Fri-Sun - Reading Days (College of Law)
	April 26-May 7	Final Exam Period (College of Law)
Final Exams - SP Term	May 3-7	
SP & SP2 Term Ends Degrees Conferred/Posting Date	May 7	Degrees Conferred/Posting Date (College of Law)
SP & SP2 - Deadline for Faculty submission of Grades 9:00AM	May 10	
Baccalaureate Mass (Tuesday)	May 11	Baccalaureate Mass (Tuesday)
Undergraduate Commencement (Wednesday)	May 12	
Graduate Commencement (Thursday)	May 13	Degrees Conferred/Posting (Thursday)
	May 14	College of Law Commencement (Friday)
***President's General Assembly**	***May 17**	***President's General Assembly**

ACADEMIC CALENDARS

Summer 2027

Undergraduate & Graduate		COLLEGE OF LAW
SU - Payment Due Date Final Term Payment (Payment Plan)	May 10	
SU & SU1 Deadline Accept Loans, MPNs, Entrance Counseling	May 11	
SU & SU1 Final Term Payment (Payment Plan)	May 12	
SU & SU1 - Deletion for Non-Payment	May 12	First Day of Classes (Wednesday) - College of Law
SU1 – Term Residence Hall Check-in for New/Transfer Students	May 14	
SU1 - First Day of Class (Saturday)	May 15	
SU - First Day of Class (Monday)	May 17	
	May 26-28	Add/Drop Period (College of Law)
SU & SU1 - Last day to Add/Drop Deadline 100% refund	May 21	
Memorial Day Holiday (No Classes)	May 31	Memorial Day Holiday (No Classes)
	June 2	Monday Classes Meet (Wednesday) - College of Law
SU1 - withdrawal with "W" grade Deadline	June 11	
Summer/August Degree /Certificate Application	June 15	
Juneteenth/Holiday (No Classes)	June 18	Juneteenth/Holiday (No Classes)
SU2 - Payment Due Date	June 12	
SU2 - Deletion for Non-Payment	June 23	
SU1 - Term Ends	June 25	
SU2 – Term Residence Hall Check-in for New/Transfer Students	June 25	
SU2 - First Day of Class (Saturday)	June 26	
SU1 - Deadline for Faculty submission of Grades 9:00AM	June 28	
Independence Day Holiday (No Classes)	July 5	Independence Day Holiday (No Classes)
Last day to Add/Drop Deadline w/ 100% refund if registered only for SU2 (Undergraduate) and for all SU2 Graduate students	July 6	
	July 8	Monday Classes Meet (Thursday) - College of Law
Last Day to Submit the Dissertation/Thesis to Library	July 9	
	July 11-15	
FL 2027 First Payment Due Date (Payment Plan)	July 12	
	July 16	Last Day of Classes (College of Law)
	July 17-20	Reading Days (College of Law)
	July 21-28	Final Exam Period (College of Law)
SU & SU2 - withdrawal with "W" grade Deadline	July 23	
	July 28	Degrees Conferred/Posting Date (College of Law)
SU & SU2 - Term Ends	August 6	
Degrees Conferred/Posting Date	August 6	
SU & SU2 - Deadline for Faculty submission of Grades 9:00AM	August 9	
FL 2027 Final Term Payment (Payment Plan)	August 12	
FL 2027 Deletion for Non-Payment	August 25	

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